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ABSTRACT

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module indicates ways in which early adolescents can develop skills in communicating their new adolescent feelings and fears to their families, can recognize and appreciate their new competence in enhancing their self-esteem, can demonstrate to their families their ability to handle situations increasingly well and more conscientiously, can learn to appreciate their families, and can turn their competency toward positive family experiences. These skills are included in eight activities (one optional) in which students: (1) observe and discuss family configurations and roles of family members; (2) use photographs to analyze family situations; (3) investigate how moods affect behavior and behavior affects others; (4) learn and practice new communications skills; (5) role play communication between adolescents and adults over issues of real concern; (6) learn and practice systematic problem solving; (7) assess development and competency; and (8) plan a health oriented family activity. Guidelines are presented for discussion group topics on familial relationships. (JD)

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DEPARTMENT OF HEALTH & HUMAN SERVICES

PRELIMINARY DRAFT
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Public Health Service
Centers for Disease Control

Memorandum

Date · October 1983

From Director, School Health and Special Projects
Division of Health Education
Center for Health Promotion and Education

Subject Teenage Health Teaching Module
COMMUNICATING IN FAMILIES

To Colleagues in School Health and Health Promotion

The attached module, Communicating in Families, is one of sixteen modules in the Teenage Health Teaching Modules (THTM) program. The overall goal of this health curriculum for adolescents is to provide secondary school students with knowledge, skills, and understandings that will enable them to act on behalf of themselves and others in health-enhancing ways. Each THTM module frames an adolescent health task and is designed to help students contribute to their own present and future health and well-being and that of the families, schools, and communities to which they belong.

The THTM program was produced under contract (CDC 200-79-0922) between the School and Society Programs of the Education Development Center, Inc., and the Center for Health Promotion and Education of the Centers for Disease Control.

Inquiries related to this module should be directed to this office. Write or call:

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This is one module in the Teenage Health Teaching Modules (THTM) program, a health education curriculum for adolescents developed by Education Development Center, Inc. (EDC) and funded by the Center for Health Promotion and Education, Centers for Disease Control, Public Health Service, U.S. Department of Health and Human Services.

The overall goal of the THTM program is to provide secondary school students with knowledge, skills, and understandings that will enable them to act on behalf of themselves and others in health-enhancing ways. Each THTM module frames an adolescent health task and is designed to help students contribute to their own present and future health and well-being, and that of the families, schools, and communities to which they belong.

The THTM program emphasizes development of the following health skills: self-assessment, communication, decision making, health advocacy, and self-management. For a complete description of the THTM program, additional materials, or assistance in using these materials, please write or call Teenage Health Teaching Modules, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160, (617) 969-7100. Official health and education agencies may also contact the School Health and Special Projects Office, Division of Health Education, Center for Health Promotion and Education, Centers for Disease Control, Atlanta, GA 30333, (404) 329-2829 or FTS 236-2829.

TEENAGE HEALTH TEACHING MODULES

Health Is Basic: An Introduction to the THTM Program for Teachers and Students

Understanding Growth and Development

Being Fit

Eating Well

Communicating in Families

Promoting Health in Families

Having Friends

Living with Feelings

Handling Stress

Protecting Oneself and Others: Smoking, Drinking, and Drugs

Preventing Injuries

Improving Health and Safety in the Workplace

Locating Health Resources

Using New Health Research

Acting to Create a Healthy Environment

Planning a Healthy Future

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Introduction

Children live in families from the time they are born, but the dynamics of their family relationships change rather dramatically at the time of puberty. Along with physical maturation comes a change in cognitive development, their way of thinking, as they approach their teens. Piaget, the noted observer of human development, calls it a change from concrete to formal operational thought patterns; that is, they see not just the here and now, the concrete object or event, but they become able to think in more abstract terms, to "get out of themselves," as it were, to be able to look at and analyze their own behaviors, over time, and to be able to put themselves in someone else's shoes. This developmental path is not a steady continuum--throughout our lives we all think in both concrete and abstract ways--but it is at the junior high level that the ability to perform abstract thinking comes into play.

With physical maturation pushing young adolescents outward to new experiences and relationships and more independent action, and the new cognitive abilities motivating them to look at themselves and their families in new ways, there are new patterns for both parents and children to accommodate to. Formerly accepting, noncritical, obedient children who unquestioningly followed parents' advice or instructions are transformed almost overnight (George Goethels, noted psychologist and human development scholar, says, "Puberty happens over a weekend"). Young people can suddenly become moody, sulky, nonexpressive, or challenging, and their parents often don't know what to make of it. Their feelings may be hurt by the new critical or withdrawing behavior of their children.

This module will provide students with some understandings of the dynamics of their interactional patterns with their families. It will help students to observe and monitor their moods and understand how their moods affect other family members, so that they can begin to understand what dynamics they are helping to set up in their homes. With their new ability to see others more clearly, they can begin

to see their parents as individuals, not just as roles ("My mother is not only someone who serves my needs but she is a person with feelings of her own and problems of her own, too").

It is difficult for young people to accommodate all their new thoughts, stimulated by new social and intellectual experiences and newly acquired sexual feelings, as they move into junior high or middle school. They can feel isolated, alone, and sometimes guilty for thinking the thoughts that flood over them. They must learn communication skills to talk with their parents and other responsible adults about their feelings, plans, and behaviors, for their parents are most often the most reliable, caring, and ready resource and are eager to help their children value and evaluate their new thoughts and behaviors.

This module indicates ways in which early adolescents can develop some skills in communicating their new adolescent feelings and fears to their families, can recognize and appreciate their own new competencies, can demonstrate to their families their ability to handle situations increasingly well and more conscientiously, can learn to appreciate their families, and can contribute to positive family experiences.

Special Note to Teachers Using This Module

The activities in this module can be expanded beyond the levels suggested here, and can be supplemented by materials of your own creation or materials from other sources. But these eight lessons can frame the outline for communicating in families, and give you something to use and build upon in transmitting the elements of strong effective family life to your students.

Before you teach the module, you will want to read "Background Information for Teachers," which follows this Introduction on pp. 7-11.

The developers of this module feel that it is not appropriate for students to discuss in school the specific communicating patterns in their families; it is not the intent of the module in any way to encourage them to do so. Rather, the objective of the module is to raise the awareness of young adolescents to their own moods and behaviors and the way they influence their communications patterns, and to give them the opportunity to practice some specific communications techniques that can enhance their family life.

As children they have become accustomed to talking with their parents. But as early adolescents, with new physical and emotional changes to get used to, and new social situations that arise, they sometimes are faced with feelings and decisions about family rules and behaviors that they question. If they do not develop new skills to help them to state their feelings, explore their questions, and negotiate family rules in a constructive way, they often come to feeling alone, or misunderstood and "put down" by their parents, teachers, and other adults who do not seem to recognize their emerging maturity. The parents of a young teenager who attempted suicide when they were not aware of her feelings of confusion and despair, said later, after they had worked with a counselor as a family, "We didn't know about communicating then. We thought communicating was just 'talking.'"

The point we want young people and their parents to understand is that communicating is being able to talk with each other about difficult things in a reasonable way. It is a back-and-forth conversation, a dialogue, in which each party can say what he or she wants, in full, without being interrupted, until he or she is finished, no matter how difficult it is for the other party to hear what is being said. Both parties try very hard to keep their feelings in control, to believe at the outset that true understanding may be achieved if they can continue to talk to each other in this reasonable way, for however many interchanges it takes to reach a mutually comfortable ending point.

This technique takes practice, but it is a technique that we all need in our everyday lives in our interactions with other people. It is not easy to achieve, and the techniques that will be practiced in this module are only a beginning. But no more important technique exists, perhaps, to promote better mental health. If we can learn to say what we mean, to confront issues directly and not just "sweep them under the carpet," to express what we truly feel, and to do that in a calm and reasonable way, while valuing and truly listening to the other person, we will be able to get the most satisfaction. And what better place to practice than in the family?

It is important to note that in teaching this unit we in no way want to intrude upon or invade the privacy of families. And we do not want to encourage young people in any way to pass judgment on their families. That is not the role of the school. We have been careful not to ask children to share their observations about their families with the teachers or their classmates. Questions about their own families are asked only in ways that allow students to reflect on them

silently. To be certain that no parent need feel that this module is in any way a description or comment upon what goes on in his or her home, we ask that homework in which the student makes any comment whatsoever is not collected.*

It is suggested that you do no more than pass down the aisles to see that homework papers are completed; do not read or collect them. We would further caution that you do not ask any direct questions about any student's family in discussion. Questions about third parties (anonymous acquaintances, television characters, characters in books) should be used instead of questions about the students' own families.

This caution is not meant to discourage you from using the module, for it is an important one--but is rather a reminder of the sensitivity that exists around this topic.

Because there is the possibility of parents misunderstanding the intent of this module, it is recommended that before you undertake the implementation of it in the classroom, you invite parents to come to school for an evening session in which they will learn about the goals and objectives of this module, and see some of the worksheets that their children will take home during the course of the module. They will then be prepared to understand them, comment on them, or participate in their completion as the directions indicate. This gives parents the opportunity to contribute ideas or comment on issues that might distress them in any way. Working together, in advance, you can practice creative problem solving to overcome any potential sticking point in the use of the module.

Your letter of invitation to parents to hear something about the program might be based on the following letter, or you may prefer to draft your own.

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*There may be in some few cases students whose family settings are truly nonsupportive. It is important to check with guidance counselors and others in the school system who might know your students to determine if anyone falls into this category. If you have a child like this in your class, it will be important in each exercise to acknowledge that there are adults other than parents who are interested and able to support the growth and development of young people. Priests, ministers, and rabbis in the community, directors of religious education, guidance counselors, teachers, the principal, the school psychologist, all can be approached with problems or just for talking things over. Encourage your students to use these resource people in addition to, and in place of, family members if they are unable to act in the best interests of the child.

(Name of School)
(Date)

Dear _____,

In our program in (health education, home economics, social studies, other) at _____ School, we are working on a series of health skills that adolescents can incorporate into their lives for healthy living. Among these tasks is the skill of communicating effectively in their families. We would like you to come to school the evening of _____ at _____ o'clock so that we can share with you the curriculum material that we will be using to achieve this goal. Communicating in Families, the unit to be used, is part of the TEENAGE HEALTH TEACHING MODULES PROGRAM

You will have the opportunity to preview the unit we will be using, look through some of the activities students will do, and to see some of the worksheets your children will be asking you to help them complete as part of their homework assignments for this module. We could also do some preliminary planning for a joint student/parent/teacher/school administrator evening activity that we could all enjoy together. In this way we could all communicate more effectively in the important community of which we are all a part.

I know that each one of you might not be able to arrange to be with me at that time, but please plan to come if you can for it will be interesting to share our plans for this unit of work with you. The meeting will last no longer than an hour and a half.

Sincerely,

(Teacher's name)

An agenda for the evening might involve some of the following components:

- Greeting to parents.
- Review the goals of the module (including any additional goal that you might like to add to those stated in the module itself).
- Introduce the subject matter with some background remarks on early adolescent development, based on the introduction to the module, the teacher's background material, and your own personal observations from working with this age group.
- Distribute some of the worksheets that the students will be using in their activities, and give parents a moment or two to look over them, and comment on them if they like. For example, you could duplicate and share with them all of Activity Three,
- Explain carefully that it is <u>not</u> the intent of the module to ask students to share with anyone outside the home the communication patterns in their families. Any observations done or worksheets completed within the family group will not be collected or used in class discussions. (See paragraph 4 on page 3 for a further elaboration of this policy.
- Ask if there are any aspects of communicating in families that they might generally like you to highlight.
- Brainstorm together some ideas for an evening or weekend activity that might involve parents, students, teachers, and school administrators that would be fun and give you all a chance to get to know each other a little better, a primary objective of good communication.

Background Information for Teachers

> The relationships in families are the juice of life, the longings and frustrations and intense loyalties. We get our strengths from these relationships, we enjoy them, even the painful ones. Of course, we also get some of our problems from them, but the power to survive these problems comes from the family too.
>
> --Dr. Urie Bronfenbrenner
> Professor of Human Development and Psychology, Cornell University

The Young Adolescent in the Family Setting

It is important that a young person see himself or herself as part of a positive, complete family unit--as indeed each of us is--for we all live our lives in family settings. It matters not how many adults are present in the household, or if there are or are not siblings, or in what numbers they exist. Each child is connected to a group of people who interact with the child and are supportive of him or her. Labeling the family with designations that are diminishing, like "broken family," or "single-parent family," or "motherless family," or "fatherless family," detracts fundamentally from the self-esteem of the young person who lives in one of those family structures, and is not useful in helping him or her to see himself or herself as a complete, able, worthwhile person. One of the most sensitive and useful services we can perform for children is to help them to see themselves as able, worthy, and equal to others, which, in turn, brings about positive results in behavior and achievement.

Young people at junior high school or middle school age still see themselves as very connected to their families. In early adolescence they are just beginning to form an identity--beginning to see themselves as whole, separate human beings with individual characteristics and needs and desires. It matters little how much turmoil there is in the family group, or how little interaction there is among family members, for the young person sees himself or herself as part of the family, identified with it, and therefore finds any aspersions or negative comments attributed to "it" as a direct reflection of his or her own worth and character.

Recent studies in family life have indicated that children are attached to and feel a basic deep caring for their families even if parents are alcoholic, abusive, or molesting. Recent philosophy, then, in family life education tends to emphasize that children in difficult situations should be

encouraged to stay within the family and to work things out as well as they can within the basic family unit. It is important when we think about the basic mental health and well-being of our young students to find ways to support them in enhancing family life, to help them to make it effective in whatever ways they can.

The Changing Adolescent: Developmental Perspective

At the junior-high level, in Piagetian terms, the young person is moving from concrete to formal operational thinking, that is, beginning to deal with abstractions. All of us, all our lives, think in concrete terms, but we develop the ability in early adolescence to be able to step back from the concrete, as it were, to take a larger view of the concrete event in time or place, to see relationships between it and its surroundings, or it and other events that are connected to it in some way, and to generalize more from it on the basis of newly acquired cognitive abilities.

The Changing Adolescent and the Family

A family is a dynamic unit, one that changes over time even though everyone in the group remains in a state of connectedness to the others in it--even beyond death. One of the important processes of adolescence is the reforming of the adolescent's relationship with the family. Through childhood the parents determine most things about the child's life, and decisions are made by the child within parameters defined by the parent or parents. But the emerging adolescent begins to want to do things, develop competencies, outside the purview of the family. The 12- or 13-year-old may go to the shopping center with his or her parents, but once there wants to walk around alone or with peers. The adolescent wants to experiment with personal style--ways of walking, dressing, talking, and using expressive body movements--out of sight of parents. The adolescent rejects the presence of the parents, and the parents do not understand why. These strong feelings are perplexing to parents, and they are just as hard on the emerging teenager who is not sure why he or she is feeling such strong conflicting feelings. The guilt over rejecting parents often makes him or her more surly and difficult to understand. So what started out as a pleasant family outing can deteriorate into a tension-ridden experience, with all parties bewildered as to how it got that way so fast, and why.

At home things can be difficult at this age, too. Young teenagers, sometimes lost in thought and soul-searching--experimenting with the newly acquired ability to abstract--can appear to be miserable, depressed, out-of-sorts, or

bored. Parents, not understanding the intensity of the experience, suggest that they do something--get involved in an activity that they once liked to do. The young person, in turn, doesn't understand how they can be so annoying and make such "stupid" suggestions. So again the parents feel rejected.

The period of early adolescence, during which so much change takes place, has the potential for conflict on several levels in the family. Parents are truly concerned about the safety and well-being of their adolescent offspring, but at the same time they can be both annoyed and hurt by their behavior. Adolescents want to be both an integral part of the family and independent of it. As they search for their own identities, they reject some of their parents' expressions of concern or overtures of assistance--and feel a sense of guilt over the rejection. At the same time they are entirely dependent on their parents for many of their daily needs.

There must be some understanding of the conflict between the growing autonomy of adolescents and their continued dependence on the family for many things. Continuity and change are concepts that help us to organize our lives and to understand our behavior and order it in constructive ways: the young person can learn this (and so can the parents).

Communication in Families

An important aspect of strong families is that they have very good communication patterns. They spend time talking together, and they listen to each other well. Strong families do fight, and members get mad at each other, but they get feelings and disappointments out into the open and talk about them. They talk directly with each other and select solutions that really address the problem.

It is difficult for young people who see themselves as so connected to their families to risk behavior that might somehow damage or destroy the connection. Yet if they do not learn to communicate well, to bring their feelings and thoughts out into the open, to risk talking about things within their families, to learn how to listen well to what others are saying, to read the body language of those they live with, they will not be developing behaviors that can help them to lead healthy lives either as part of their present families or in the ones they will initiate in the future. The opportunity for good skill-building in the area of effective family communication, then, is a significant part of the sound, healthy development of the early teenager.

Negotiating Family Rules and Practices

One of the difficulties that can arise in families with early adolescent children is the negotiation around family rules or expectations for behavior. During the early years children usually do what parents ask of them, or seem to expect of them. But as adolescents' feelings begin to change, as they reach out for new social situations after the advent of puberty, they are often annoyed by parental concerns: When will they be home? Exactly how will they get to wherever they are going? With whom exactly will they be doing what? Parental questions may seem unreasonable or downright nosey; after all, the young person doesn't know exactly what will happen. There has to be recognition on the part of adolescents that parents' worries are often in direct proportion to the information they do not have, or the information they perceive is being withheld. With increased consciousness about providing information, being willing to be discursive, and working guidelines out together, family relationships can be enhanced and pleasant instead of suspicious, anxious, or downright miserable.

Developmental Level and Health Concerns

The ability to get outside themselves and look "down" on themselves and their families is a skill that young people can begin to use in behalf of enhancing family health behaviors. Young people do begin to worry about their parents' health. They are conscious of cancer, heart attacks, and other diseases of persons in midlife, and they worry about what would happen to them if a parent were to die. The adolescent can consider some things that stand in the way of achievement of sound health practices. Is the family getting enough exercise, for example? Can the young person think of ways to foster family exercise, formal and informal, and to get the family outdoors together? (Families that consider themselves to be happy almost always do something outdoors together--be that just walking or picnicking, or involvement in more vigorous activity.) Can the emerging adolescent begin to define ways and take some responsibility for planning more outdoor activity for the family--be it in the country or the city? Information about the need for physical activity to promote health can give the young person an opportunity for positive caregiving and sense of empowerment in the family--helping to keep the family healthy.

The experience of planning for oneself and one's family, and the development of skills around the planning procedure are important for young adolescents. One of the new cognitive

abilities is the consciousness of events over time, cause and effect abstractions with which the new adolescent must have practice.

Using the Module

This module indicates ways in which early adolescents can develop some skills in communicating their new adolescent feelings and fears to their families, can recognize and appreciate their own new competence toward enhancing their self-esteem, can demonstrate to their families their ability to handle situations increasingly well and more conscientiously, can learn to appreciate their families, and can turn their competency toward positive family experiences.

These activities can be expanded beyond the levels suggested here, and can be supplemented by materials of your own creation or materials from other excellent sources. But these seven lessons can frame the outline for living in families, and give you something to use and build upon in transmitting the elements of strong effective family life to your students.

Goals of the Module

- To promote the idea that everyone is part of a family, and to help children feel comfortable in whatever family setting they are in, no matter what its configuration.
- To foster the idea that family life can be a positive, life-enhancing experience.
- To help young people understand the concepts of continuity and change within the family setting--that although things, in a sense, are always changing, the family can provide the continuity that forms the structure of our lives.
- To help young people understand that their own moods and feelings influence their behavior patterns and the messages they communicate in their families.
- To help students understand that noise and other environmental factors can affect the way they feel and therefore influence the way in which communications are sent or received.
- To give students an opportunity to learn new skills in communicating.
- To help students understand some of the characteristics of strong families and develop skills to promote these strengths in their own.

Module Overview

ACTIVITY	DESCRIPTION	INSTRUCTIONAL METHOD	# OF CLASS PERIODS
One			
We Are a Family	Students observe and discuss different family configurations and varying roles of family members.	Visual study and interpretation, deductive discussion, hypothesizing, writing.	1
Two			
"How Can They Know if I Don't Tell Them?"	Students use photographs of adolescents with their parents to analyze situations, their effect on the participants, and how they can be sensitively resolved.	Visual interpretation, making inferences from data, role play, reflective writing, mini-lecture.	1
Three			
Family Dynamics	Students investigate the ways one's moods affect one's behavior, and how one's behavior can affect others.	Self-assessment checklists, mini-lecture, analytical discussion, situation analysis.	1
Four			
The Ways We Send and Respond to Messages	Students learn new communications skills and practice them.	Communications skills sheet, classroom discussion and application, self-assessment activity.	1

Note: The numbers of class periods listed for each activity are suggestions only. Teachers are urged to make their own determinations based on the interests and abilities of their students.

ACTIVITY	DESCRIPTION	INSTRUCTIONAL METHOD	# OF CLASS PERIODS
Five			
"What Should We Talk About?"	Students think about parents at midlife, and what their concerns might be, and then, teenagers' concerns. Using hypothetical situations they practice communication between adolescents and adults over issues of real concern.	Mini-lecture, discussion, thought questions, role play.	1
Six			
Learning to Negotiate Family Rules	Students learn and practice a systematic way of solving problems and apply it to hypothetical family situations.	Mini-lecture, discussion, practice in negotiation	1 or 2
Seven			
Communicating from Strength	To enhance self-esteem, students assess their own development and their increasing competency.	Mini-lecture, class discussion, self-assessment activity.	1
Eight (Optional)			
You Can Make a Difference	Students demonstrate competence by planning a health-oriented activity for the whole family.	Small-group discussion, collecting data, mini-lecture, planning events, writing.	1

Activity One

We Are a Family

Objectives

Cognitive: Students will:

- Learn that there are many configurations for families--that families come in all shapes and sizes.
- Become aware that as family patterns differ, the roles family members play differ as well.

Affective: Students will be aware that:

- Different family configurations meet different people's needs.
- Familes can cope with problems.
- They hope for good things for members of their families.

Skills: Students will be able to:

- Identify feelings and moods of others from reading visual images.
- Demonstrate a problem-solving technique in relation to a family crisis situation.

Activity at a Glance

Students will use the "We are a Family" posters as a stimulus for discussion and written exercises on different family configurations and varying roles of family members.

Preparation

1. Put up the two "We Are a Family" posters in places in the classroom where students can gather around them.

Procedure

1. Discussion

Divide the students into two groups, each around one of the "We Are a Family" posters. After they have looked at the poster for a few minutes, list on the board the different combinations of people who make up families in this poster, and encourage discussion around these questions:

- What are the different roles people play in families?
- What does each member do? Using your favorite family grouping on the poster, tell a "story" about the photography--where was it taken? What are the names of each person in the photograph? Who plays which roles in that particular family? What is each person thinking? Feeling? What might happen in the family right after the picture has been taken?
- What makes a family a family?
- What kinds of human needs do families fulfill?

Discussion should substantiate the perspective that a family is made up of the people we live with and those who are connected to us very closely in caring relationships. Families change over time. They vary in size, membership, and function. People in a family are bound together by a deep sense of connections that survives even though there are sometimes very disappointing and negative aspects of family life.

2. Family Changes and Crises

Sometimes situations develop in families that affect different family members in different ways or require them to cope with something new. Suppose you were a 13-year-old and one of these things happened in your family. How would you feel about it? How might you deal with the situation? How would other members of your family deal with the situation? Write a short paragraph about it:

There is a divorce.
A new baby is born into the family.
Someone dies.
Someone gets very ill.
Your mother gets a big job promotion.
A close relative who lives with you is an alcoholic.
Your parent is remarried.
You move into a new home.

A sister or brother gets engaged.
Your older sister is in an accident.
Someone wins a lot of money.

3. Special Family Thoughts

Write the answers to these questions, but keep them to yourself.

- What is some really wonderful thing that has happened in your family in the past?
- What really wonderful thing would you hope might happen in your family in the future?
- If you could help to make a special wish come true for each person in your family, what would it be?

4. Long-range Homework Assignment

Remind students that we can often learn something about ourselves by observing and analyzing the behavior of others, and that reading can be a form of observation. Ask them to choose and read a book about a family, either fiction or nonfiction, to form a basis for their own observation of family communication throughout this unit. (Students should begin this assignment now so they can complete it by the end of the module--or at any time that is realistic for your class.) There is a vast number of books to select from; school or public librarians can help with suggestions and recommendations. The family can live in the past (Alcott, Little Women; Austen, Pride and Prejudice), the present (Langton, The Fledgling; Cookson, Go Tell It to Mrs. Golightly), or the future (Heinlein, The Rolling Stones;* L'Engle, Meet the Austins).

Ask students to write a brief commentary (one typewritten page or two hand-written pages) discussing the communications patterns in the family, analyzing them in relation to patterns and techniques that are discussed in this module. How well did the families do in communicating among their members? What suggestions would students offer in light of what they have learned through this module? Did they gain any insights that they would incorporate into their own lives.?

---

*NOT about the popular rock music group!

Activity Two

"How Can They Know if I Don't Tell Them?"

Objectives

Cognitive: Students will:

- Be able to describe two ways that their behavior affects the way other family members feel.
- Understand that very often people only know what others tell them.
- Understand that it is normal to want to be away from their families sometimes, and it is nothing to feel guilty about.
- Learn that their less pleasurable experiences are shared by others; they are not alone.

Affective: Students will:

- Appreciate the need for considering how their behavior affects the feelings of family members.
- Feel empowered by understanding that they sometimes can influence the way others think and feel.

Skills: Students will:

- Practice analyzing a situation from visual cues.
- Apply an insight they have gained from doing this lesson to a specific event in their own family life.

Activity at a Glance

Students practice reading visual clues to people's thoughts and feelings, analyze how they might react to a situation, and develop some new communication skills.

Preparation

1. Have situation pictures (five sets of two, provided) ready for distribution to groups.

2. Put "On Second Thought" and "I Remember" (sentences to be completed, pp. 22, 23) on chalkboard.

Procedure

1. Reading Pictures

Ask students, working in small groups, to look at two pictures of adolescents in particular situations. The pictures show the young people in situations in which they want their parents to "disappear" while they talk with their friends.

Groups discuss the following questions:

- What is the teenager thinking? Feeling?
- What is the parent thinking? Feeling?
- What are the friends thinking? Feeling?
- How might this situation be "played out" in a way that hurts the feelings of one or more people?
- How can the situation be handled so that everybody's needs are acknowledged or met?

As an alternative strategy, you could ask for volunteers to role play the scenes, demonstrating both bad and good ways of handling the situations. Each scene can be played out as many times as there are volunteers to interpret it differently.

2. Reflective Writing

Ask students, working independently and anonymously, to complete one of these sentences in writing:

ON SECOND THOUGHT

I think I might have hurt (my mother's, my brother's, my father's, my sister's, my family's)_____ feelings when I _____.

I was embarassed when my friend_____ _____ met my _____ because_____.

Collect the unsigned paragraphs, mix them up, and re-distribute them throughout the class. Have each student read the paragraph distributed to him or her and complete one of the following statements:

I REMEMBER

This reminds me of the time I _____ _____.

OR

Maybe I could have handled it better if I had (done) or (said): "_____ _____."

Ask for several volunteers to read the "On Second Thought" and "I Remember" pieces to the class. (Each volunteer will be reading his or her own "I Remember" piece and an anonymous classmate's "On Second Thought" piece. By hearing other reactions to situations students can become more aware of the commonality of experiences and feelings in adolescence.

3. Notes for Mini-Lecture and Homework Assignment:

Sometimes parents seem to know us so well that we expect them to be able to read our minds. But as we get older sometimes we are thinking and feeling two or three thoughts at the same time, and parents can't know what we are thinking unless we tell them.

Practice tonight by saying in words one thing about what you are feeling to your parents--for example, "It makes me really feel good when you smile at me like that," or "It makes

me angry when you say, 'You are just like your Uncle Walter,' when I know you don't approve of some of the things he does."

State your feelings simply and in a nonaccusatory manner. Be brave, but don't be unpleasant. This will help you improve communication lines in your family.

In the next class period we will set aside some time to share experiences, if you want to. You could tell what feeling you communicated to whom, what the person said or did in response, and how you felt about it. Of course, you don't have to share this experience with any one if you don't want to.

An objective of this assignment is to help students become more conscious that they must state their needs or feelings in words to improve communication and have their needs met more effectively in their families.

It will help if you do the assignment, too, and tell your experience to the class. It gives students "permission" to share--if they want to share--if you risk sharing, too. Only volunteer responses should be solicited. For students who do not feel comfortable sharing their thoughts aloud, a journal entry might be useful.

NOTE: STUDENTS SHOULD NEVER BE REQUIRED IN ANY WAY TO SHARE THEIR EXPERIENCES VERBALLY OR IN WRITING.

Activity Three

Family Dynamics

Objectives

Cognitive: Students will understand:

- That their own "ups" and "downs" of life are natural, but they can be anticipated sometimes and controlled to a degree.
- How one person's behavior stimulates a response in other members of a family; everybody affects everybody else.

Affective: Students will:

- Become aware of the part their moods play in their family dynamics.

Skills: Students will:

- Be able to read their own moods more accurately at different times of the day and in different circumstances.

Activity at a Glance

Students document how their moods affect their behavior and the behavior of others and practice being more aware of their moods and communicating more effectively with family members.

Preparation

Duplicate, one for each student, "Moods and Behavior" and "Mood Monitoring."

Procedure

1. Notes for Mini-Lecture

Your environment has an effect on you. The smells, sights, sounds, things, and people in your world have an effect on you. Additionally, you have an effect on you. Did you have enough sleep? Are you hungry? Worried? Full of energy? You give messages to others by the way you move, talk, look, and say things. When you're happy, it shows; and while others may not be able to tell why your mood changes, they can tell that it does indeed change. And your mood affects the mood of others in your family and how they respond to you. The way you act and the way people respond may often occur in repeated patterns. These patterns of interaction are called "dynamics."

You can control some things that affect your mood, but in order to make the changes that suit you best--you had better know what you prefer. To begin looking at your moods, complete the first section (1) on the chart that I will pass out to you. Remember that there are no "right" responses. If you talk about the chart after class, you may find a close friend in class has marked responses that are nearly opposite to some of your responses.

Ask students to fill out the first section on the "Moods and Behavior" chart and then stop.

You can control many of the situations if you are aware of them. But it is important to be aware of your preferences, because the patterns of interactions and the way we relate to each other in families can be affected time and time again by circumstances that we are not aware of.

For example, something like this might happen. Almost every night after dinner you sit down to do your homework at the kitchen table. Soon after that your younger sister turns the stereo on really loud. She is only in the fifth grade and doesn't have as much homework as you do. You are immediately irritated with her and shout out something like, "What are you doing with my shirt on?" or "Do you always have to take my things? I can't find my ruler again and I know you took it."

She answers, "Why are you always so crabby? I can't stand the way you always act around here!"

Your mother calls in from the living room, "Are you two at it again? Every night it's the same thing. I'm tired and I need a little peace. Stop it! Right now."

In no time everybody is angry at everyone else. If you don't realize that the loud music was the trigger (it distracts you and makes you feel even more anxious that you won't get the homework done so that you can watch your favorite television program), you are just generally angry and ready to fight over anything that comes to mind. If you realize that it is the loud music that bothers you (and maybe bothers your mother, too), you can do some things about it. How might you handle the situation?

Some alternatives might be:

- Do the homework in your bedroom with the door closed so the music is not so bothersome.
- Ask your sister if she would be willing to play the stereo a lot softer.
- Talk with your mother about it and ask her if she will discuss it with your sister.
- Get your sister a pair of headphones for a present so she can listen to the music privately.

Sometimes one event, like the loud music, touches off a chain of events and the whole pattern of family life is affected. These family dynamics might be changed if you are aware of your preferences, if other family members understand their own, and you all work out solutions together.

When you have completed all you can do on the rest of the chart, take it home to your family, and ask a family member or two to put an X next to your statement if they agree with you, and to add any of your behaviors they have noticed which you did not include.

2. Mood Monitoring

Now that you know something more about your own preferences and have had some feedback from your parents about how they see you behave when they think you are sad or angry or lonely, you might be able to get a better look at yourself, at what your moods seem to be at different times of the day, and get a better idea of how your moods affect others in your family or your close friends at school who spend daytime hours with you.

Fill out the Mood Monitoring Chart for two days. See if you can see some patterns emerging. If two days don't seem long enough to get a clear trend (because the next two days are unusual in some way or another), keep the chart for a longer period of time.

At the end of the experience, go back and read your moods, and see if there is anything you might want to do about them to make your family life go smoother.

3. Homework (Assign either A or B)

A. Ask students to observe family dynamics at home in regard to how they are feeling, how they are transmitting their real feelings, and what effects their feelings have on other family members. By stepping out of their own shoes and pretending to look down on the interaction from the ceiling, students can draw pictures or diagrams of a scene they are playing some part in. They can also put cartoon "balloons" into the picture to tell what different people in the scene are saying or thinking. As an alternative, some students might observe a situation in the family and then make a storyboard of how the situation progresses or is resolved.

B. Ask students to watch a family-situation television program tonight or think of a scene from a book or story they have read recently in which there was interaction in a family. They should note the name of the program or book, tell which family members were involved, and briefly describe the scene. Then, in a few paragraphs, they should answer the following questions:

- What did the main characters in the major scene do and say?
- What did these actions or statements reveal about their feelings?
- How did the way in which they acted or spoke affect others in the group?
- Did their method of interaction seem to help them get what they wanted or to feel good about the interaction? If so, what was it about the communication (actions or words) that worked? If not, why did the interaction fail?
- What suggestions would you make for changing the method of communication to make it more successful?

4. In reviewing the homework the next day ask two or more student volunteers to tell the scene they depicted or wrote about. (Solicit volunteer response only. Do NOT call on anyone who does not volunteer.) Ask the rest of the class to identify some of the feelings that people in the scenes were having. How were they expressing their feelings? (Point out that even people who seem passive are expressing something by not participating; how do these messages get across?) How might the scene have been affected by the mood of the people in the scene?

MOODS AND BEHAVIOR

1. When I study I prefer . . .

___ loud music.	___ soft music.	___ no music.
___ to work in a group.	___ to work with my family in the same room.	___ to work alone.
___ bright lighting.	___ medium lighting.	___ dim lighting.
___ to work on the floor.	___ to work in a chair.	___ to work at a desk.
___ to work in the morning.	___ to work in the afternoon.	___ to work at night.
___ to snack while I work.	___ to take a break to snack.	___ to snack when I'm finished.
___ to have the t.v. picture and sound on.	___ to have the t.v. picture on but the sound off.	___ to have the t.v. off.

2. When I'm happy, I . . .

___ talk to everybody.	___ talk to friends.	___ keep to myself.
___ move faster.	___ move the same.	___ move more slowly.
___ eat more.	___ eat the same.	___ eat less.
___ get more done.	___ accomplish the same.	___ get less done.
___ keep my room cleaner.	___ keep my room the same.	___ keep my room messier.
___ dress in bright colors.	___ dress the same.	___ dress in dark colors.

3. When I'm sad, I . . .

___ talk to everybody.	___ talk to friends.	___ keep to myself.
___ move faster.	___ move the same.	___ move more slowly.
___ eat more.	___ eat the same.	___ eat less.
___ get more done.	___ accomplish the same.	___ get less done.

___ keep my room cleaner.	___ keep my room the same.	___ keep my room messier.
___ dress in bright colors.	___ dress the same.	___ dress in dark colors.
___ raise my voice.	___ speak the same.	___ speak more softly.

4. When I'm angry, I . . .

My self-observation:	My parents' observations (If they would like to comment):	My siblings' observations (If they would like to participate):
_____	_____	_____
_____	_____	_____
_____	_____	_____
	Other observation about me: _____	Other observation about me: _____
	Other observation about me: _____	Other observation about me: _____

For your parent to fill in, if you want them to and they would like to:

Something I did not realize about _____'s moods, feelings, or preferences before I looked over this chart is that:

_____.

For your brother or sister to fill in, if you have one and he or she and you would like them to:

Something I did not realize about _____'s moods, feelings, or preferences before I saw this chart is that:

_____.

MOOD MONITORING

Is it easy for members of your family to read your behavior well? (You might want to ask them.) How are you at reading other people's behaviors?

Two-day Schedule:	Day 1	Who was with me or near me? How did I make him/her/ them feel?	How do I know?	Day 2	Who was with me or near me? How did I make him/her/ them feel?	How do I know?
How do I feel when I first wake up in the morning?						
What is the first thing I say to someone in the family?						
How do I feel right before lunch?						
How do I feel right after school?						
How do I feel when I get home from school?						
How do I feel when I go to bed?						

What could you tell your family about your moods that might help them to understand you better and not be hurt by you unintentionally?

1. I could _____

2. _____

What could you do to help you through bad periods to improve your moods?

1. _____

2. _____

Activity Four

The Ways We Send and Respond to Messages

Objectives

Cognitive: Students will:

- Be able to identify five major techniques used in communications.
- Understand how to apply them appropriately in communicating with others.

Affective: Students will:

- Identify their own feelings and express them in response to another's behavior.

Skills: Students will be better able to:

- Use the communications techniques noted in this lesson in some practice situations: read body language, use verbal "door openers," use clarifying responses, identify feelings in others' communications, and give appropriate feedback on how another's behavior and words make them feel.
- Use the techniques more widely in their own communications with family members and others.

Activity at a Glance

Students consider a set of communications techniques, and practice identifying them in hypothetical situations in class. Students then fill out a self-assessment sheet to help them become more conscious of their own communications patterns.

Preparation

1. Duplicate "Overview of Communications," page 37, and "Seeing Myself," page 38, one copy of both

2. Familiarize yourself with the hypothetical situations you will use in class discussion.

Procedure

1. Communication Techniques

The ways in which we communicate, give and send messages, play a large part in the way our messages are heard and reacted to. Distribute the "Overview of Communications" sheets and discuss each technique on the chart until it is understood. You might ask students to give responses to these hypothetical situations as you go along to help them to identify and to practice each technique.

Technique	Situation	Soliciting Samples of Student Responses
Body Language	Demonstrate body language responses to the following announcements that come over the loud speaker: • A tornado is heading in this direction. Please prepare for tornado precautions. • Because the soccer team won its division championship, we will call off regular classes this afternoon to celebrate. You can go to the gym to dance from 1:00 p.m. until the buses come. • The STEP test results were lost when the pipe burst in the basement. You will all participate in the new testing schedule starting in your homerooms next period.	All students can participate but you might select one to come to the front of the class for each announcement to demonstrate by body language only what they are thinking or feeling.

	Demonstrate body language responses to the following situations: • Your sister has found your note from a friend and is teasing you about it.	Select two students--one to play the two parts.
	• Your brother has come in to the room. You had not expected him home so early so you hadn't taken off his boots which he made you swear you would never wear.	Select two actors. Comment on eye contact.
Verbal Door Openers	Ask the students to make an appropriate door opener statement in the following situations:	Examples might include statements like:
	• "I really had a bad time Friday night."	"What happened?
	• "I guess you don't really want to hear any more about it."	"Yes I do."
	• "I have been wanting to talk to you for a really long time, but it never feels right--like now, for example."	"Really? Why don't you just go ahead and say it?"
Clarifying Responses	"I just know when my parents hear about how I did on that test they are just going to kill me."	Ask students to use these techniques and give examples of each: <u>Paraphrasing</u>: "You feel they will be really upset." <u>Summarizing</u>: "You are afraid of what they might do or say." <u>Advancing specific examples</u>: "You are afraid they will ground you, or not let you go to the football game." <u>Requesting additional information</u>: "What are you afraid they might do?

Listening for Feeling	"My parents don't understand me at all."	Response examples can be solicited from the class. They might include something like: "You are feeling pretty lonely now. You feel that your parents do not really know you now that you are changing."
	"I'm not going to talk to Mandy anymore. She has heard the last word she is ever going to get from me."	"You feel pretty mad at Mandy, and you don't feel you are going to get over your anger for a long time."
	"The coach has always been unfair, and everybody knows it."	"You don't feel that the coach handled telling you that you couldn't play in an acceptable way."
	"Mom, just leave me alone. Just get away from me and leave me alone."	"You are feeling hurt and lonely. You really don't want me to leave you alone. You really want me to pay better attention to you."
Giving Behavior Feedback	Your mother says, "We're just not going to talk about it now, John. We'll wait until your father comes home and then you'll see what happens.	"You are not really paying attention to what I am saying, Mother. I really want to talk now. Making me wait to do it makes me feel like I'm getting a double punishment. Waiting just scares me." (Not: "You just love making me feel miserable.")
	"Call the dentist right this very minute, Sarah. Don't dilly-dally the way you usually do."	"Mother, I will call before his office hours are over tonight. But please do not tell me exactly <u>when</u> to do it. It makes me feel like a small child when you do." (Not: "I'll call when I'm ready. Don't nag me so much."

2. Homework

Distribute the "Seeing Myself" worksheets and ask the students to fill them out for homework. Ask them to be thoughtful about their analyses of some of their communications behaviors. This is a self-assessment tool that only they will see, but it can make them more conscious of some of the things that they do that either facilitates or hinders good communications in their families. Inform the students that you will not collect the worksheet, but will only pass down the aisles to see that it is completed. The content is for their eyes only.

3. Optional Sessions: Additional Work on Communication Techniques

If you feel your class would benefit from additional work on communication techniques, the excerpts from Life Skills for Mental Health Ages 12-14, (taken from the Georgia Department of Human Resources, the Division of Mental Health and Mental Retardation Prevention Unit with cooperation with the Georgia State Department of Education, September 1977) in the Appendix will be helpful. Although the activities do not focus on communication in families, they give students a chance to develop communication skills that would be helpful in many situations, including relationships among family members. The series of activities would take approximately three class periods to complete.

(The Life Skills for Mental Health Curriculum credits the Life Skills for Health--Focus on Mental Hygiene, Teacher's Guide for Grades 7-9, North Carolina Department of Public Instruction, for the entire section on communication skills.)

OVERVIEW OF COMMUNICATIONS

Experts say . . . PEOPLE PROBLEMS ARE OFTEN CAUSED BY COMMUNICATION BREAKDOWNS . . . What causes this communication problem? Is it that we do not know the English language? Actually, people have listening problems more than speaking problems.

Listening is an art. The listener must understand a message and show that he understands a message. Because of the importance of the listener to the communication process, the focus of the following material is on the listener.

TECHNIQUE	DEFINITION	EXAMPLES OF METHODS
BODY LANGUAGE — DOOR OPENERS	Movements of the body that illustrate an interest in the speaker and his message	1. Nodding of the head 2. Appropriate facial expression 3. Eye contact
VERBAL DOOR OPENERS	Verbal statements that give the speaker an invitation to say more	1. "I See" 2. "Oh" 3. "Really" 4. "Tell Me More" 5. "Tell Me About It"
CLARIFYING RESPONSES	Statements that reiterate the message or statements that show that the message needs further clarification	1. Paraphrasing 2. Summarizing 3. Advancing specific examples 4. Requesting additional information
LISTENING FOR FEELING	Identifying and verbalizing the feelings in a message	*Speaker:* My parents are terrible. They're setting a curfew of 10:00. *Listener:* Sounds like you are angry with your parents.
GIVING BEHAVIOR FEEDBACK	Giving feedback to another person about your feelings in response to the other's behavior	"John hit me and hurt my arm and I feel angry." NOT: "John is a mean brat." (This is name-calling.)

The entire section on Communication Skills is taken from *Life Skills for Health — Focus on Mental Health*, Teachers Guide for Grades 7-9, North Carolina Department of Public Instruction.

SEEING MYSELF

To be an effective communicator there are things I should do and things I should avoid doing. (Check one column for each of the behaviors listed below to indicate how often you do or don't do each.)

I should, but do I . . . ?	All the time	Most of the time	About half the time	Not very often	Never
• listen carefully to what I am saying?	___	___	___	___	___
• listen carefully to what another person is saying?	___	___	___	___	___
• check by asking questions to be certain of what I am hearing?	___	___	___	___	___
• have an awareness of my body language?	___	___	___	___	___
• have an awareness of another person's body language?	___	___	___	___	___
• show interest in the person talking to me?	___	___	___	___	___
• show respect when a parent is talking to me?	___	___	___	___	___
• maintain good eye contact with the family member talking to me?	___	___	___	___	___
• talk rather than yell or mutter?	___	___	___	___	___
I shouldn't, but do I . . . ?					
• jump to conclusions before checking things out?	___	___	___	___	___
• take pride in not showing people how I really feel?	___	___	___	___	___
• act annoyed when I feel I know in advance what my parent will say?	___	___	___	___	___
• not pay attention when my parent is speaking to me?	___	___	___	___	___

- walk out of the room while someone is talking to me? ___ ___ ___ ___ ___

- ignore or not answer someone who is talking to me? ___ ___ ___ ___ ___

Agreement with myself: I will work to improve one particular communication skill for one week. The skill is _____

_____, and I will: _____

_____

_____

Activity Five

"What Should We Talk About?"

Objectives

Cognitive: Students will:

- Understand that some of the issues on their minds are also on the minds of others.
- Understand that it is important to get their questions out in the open with responsible adults.
- See their parents as people with worries and concerns of their own.

Affective: Students will:

- Recognize that they have the courage to bring up sensitive issues that they worry or wonder about.
- Empathize with their parents and appreciate the complexity of their concerns.

Skills: Students will be better able to:

- Initiate a discussion of a controversial subject with their parents or other adults.

Activity at a Glance

Students consider what problems their parents may be facing in midlife. They pinpoint their own problems that they would like to be able to discuss with their parents and practice ways of bringing them up for discussion.

Preparation

1. Read Background for Teachers, pp. 47-49 before planning activity.

2. Arrange for another adult (preferably of the opposite sex) to be in the classroom to share the role play.

3. Put charts (samples on pp. 42,43) on chalkboard.

4. Plan to have overhead projector in classroom to project transparency "Teenagers'/Parents' Views," provided.

Procedure

1. Notes for Mini-Lecture

As you grow and your bodies develop and you reach puberty, you begin to feel more grown up. Things that never occurred to you as children begin to come into your minds. You become more aware of the people around you, in and outside of your families, and wonder about what they are doing, why they are behaving the way they are. You begin to notice that everybody does not live in the same way, and you hear that some people are doing things you have never thought of doing. Your friends, who are growing up too, may begin to encourage you to try new things. You begin to be able to see yourselves from the outside, and wonder what kind of person you should be like. You no longer take yourselves for granted as you did when you were young.

You have lots of questions about all kinds of issues. Your friends may seem to have some of the answers, but you don't know if you can rely on them for the whole story--for complete and accurate details--because some of your questions are about life-and-death issues. And you may not be sure whether you agree with the way your friends are thinking.

It is important, as you grow, to get as accurate information about issues, and particularly about controversial issues (issues that people disagree on and feel strongly about), as you can. And it is important to know and understand what you believe about the bits of information you are given, and how they fit together. One way of doing this is to talk with your parents--to really talk and share your questions, your fears, your feelings, your longings, your needs, your perplexities with them. They care for you deeply, and even though sometimes they are rushed and tired and worried, they will almost always take time to talk if you really ask them to.

But how do you bring up a hard-to-talk-about subject? Especially when parents sometimes seem preoccupied with

their own concerns, or don't seem to hear what you are trying to say?

It is important to realize that your parents are people, men and women at midlife who have pressures and responsibilities and worries. In coping with their concerns, they sometimes can seem distant or uncaring of your immediate needs, or do not realize the depth of your feelings. Think about your parents, your teachers, your neighbors, your friends' parents. What are some of the things that they are most concerned about at this stage in their lives?

2. Charting Concerns

Have the students copy the following chart from the board and complete it, based on people they know who are about their parents' age.

CONCERNS AT MIDLIFE

	WOMEN	MEN
RELATIONSHIPS		
WORK		
HEALTH		

After students have filled in their charts, you can fill in the large chart you sketched on the chalkboard at the beginning of the activity. Fill each category with as many words and phrases as students suggest.

Questions:

- Do there seem to be any ideas or themes that recur in a category? Can you take all the words and phrases in a category and reduce them to one or two major ideas?
- Are the responses in the women's category any different from those in the men's category? Why do you think this is so?
- What does this chart make you aware of about adults that you might not have been conscious of before?

THESE QUESTIONS ARE FOR PERSONAL REFLECTION ONLY. STUDENTS SHOULD THINK ABOUT THEM, BUT NOT ANSWER THEM ALOUD.

- Can you think of any times that your parents have tried to tell you that they are people, too, with feelings and concerns? How did you respond? How might you have responded?

After the students have talked about different concerns of midlife, ask them to make a similar chart of their own concerns.

- What are some major problems or questions you have in these areas that you would like your parents or some other responsible adult to talk with you about?

CONCERNS IN EARLY ADOLESCENCE

RELATIONSHIPS	
SCHOOL	
HEALTH	

Questions for Thought:

1. What similarities might there be between the adult concerns you identified and the adolescent concerns you observed? What differences might there be?

2. Why might it be good to talk with your parents about these things?

3. What makes it hard sometimes for you to talk with your parents about your concerns?

3. Getting the Conversation Going, Mini-Lecture Introduction

Now that you are more aware that adults have concerns of their own about their lives, and that you have them, too, about yours, you need to practice getting their attention. You want to let them know that you really have serious questions that you would like to talk over with them, and that you value their opinions. Bringing up a sensitive subject is the hardest part. Here is a chance to practice.

Ask for volunteers to role play the following scenes with you and your invited guest. You may want to do each scene more than once, and perhaps change the gender of characters, to demonstrate that there are different ways of approaching a subject, and different responses.

You may want to duplicate the page with the scenarios and cut them into individual sections. At the start of each role play, after you have asked for volunteers for the roles and selected them, you can give students who will play the characters a copy of the scenario and allow them a moment or two to read through it.

Scenario I: "We need someone to play a mother, and someone to play her son. After they have played it through, and you have talked about it a bit, you might want to replay it--this time with a father and a daughter."

Scenario II: A father or mother, a son or daughter.

Scenario III: A father, a son or daughter.

Scenario IV: A Parent, a son or daughter.

Scenario V: A mother, a son or daughter.

Scenario VI: A parent, a son.

Scenario I: A teenager wants to talk with his mother about how she feels about his just trying out marijuana at a party that he is invited to next Saturday night. He just wants to try it once, he claims, to see what it feels like. But he has promised his mother that he won't ever use drugs.

Scenario II: You think you don't like your girl friend or boy friend as much as you used to and maybe want to spend more time with someone else. At the same time, you don't want to hurt anyone's feelings. You would really like to get some advice on how to handle the situation.

Scenario III: Your best friend's parents are going to get a divorce. You are worried because it seems that your mother and father have been irritated with each other a lot lately, and often they both look kind of unhappy. You want to ask your father what is going on in the family. Will what happened to your friend happen to you?

Scenario IV: Your little sister is always getting into your things. She reads your notes and laughs at what your friends say in them. When your friends are there with you, you just never get to talk with them alone. She won't leave you for a minute. She is always threatening to tell on you, even if you haven't done anything wrong. Yet she always seems to be screaming to your parents that you are picking on her, and they always seem to say, "You are the older one. Be more patient with her." You just can't stand it anymore, and you wish you could get your parents to do something about it!

Scenario V: Your mother seems to be smoking more and more. You have read the statistics about lung cancer. You know that she expects you to act responsibly--to do your jobs around the house regularly, with no excuses. Why isn't she being responsible? You don't want her to get lung cancer.

Scenario VI: You would like to ask a girl in your English class to go to a movie with you next Friday evening. You have never gone to a movie with a girl before. Your parents had said that they would take you and your brother to see the movie next Saturday afternoon, but you would rather go with your classmate Friday night. You would like to ask your parents whether you can go with her instead, and also if they could drive you both to the mall and pick you up after the movie is over. Alternative: You are the girl. You have never gone to a movie with a boy before. You would like to ask your parents if you can go.

After each role play, discuss it with the class.

Questions:

- How did you <u>feel</u> when the teenager approached the adult?
- What affected you most as you participated in or watched the role play?
- Did you see any good strategy demonstrated that you might use in approaching your parents so that you might talk about something that is on your mind? What was it?
- What was the most effective thing the adult did or said? The teenager did or said?
- What seemed to be the best way to get the adult involved in the conversation? How would you do it differently?

4. <u>What People Really Want to Talk About</u>

Now that students know better how to bring some difficult things up, they should realize that parents also want to talk about some sensitive issues, sometimes even more than adolescents do. Project the "Teenagers'/Parents' Views" transparency, and ask students to think seriously about but not answer aloud this question:

- In which of these areas do you have questions that you would be willing to try really hard to bring up with your parents?

5. <u>Homework Assignment</u>

Encourage students to try to start a conversation with a parent in one of the areas they identified. They may be reluctant, but reassure them that once they get started, it may go easier than they think. Maybe their parents want to talk, too.

In discussing the assignment the next class period, be careful not to force participation. Some students may not have carried it out, because they felt, quite legitimately, that their parents would not be receptive. As part of the discussion suggest that there are other responsible adults in the community whom the students might approach with their questions. Brainstorm together a list of adults with special knowledge, expertise, and interest in helping young people, and put the list on the board. (For example, they may mention teachers, principal, school nurse, school doctor, school psychologist, minister, priest, rabbi, nun, aunt, uncle, grandparent, older brothers or sisters, special older friends.)

Background Information for Teachers

Current data on family life can help you to guide the discussion that will emanate from the exercises and activities.

Family Health in an Era of Stress*

According to a recent General Mills-sponsored study of the American family,** the stress of everyday living is the major factor affecting family health today. More than eight of every ten family members surveyed were finding it harder to cope with day-to-day problems than they did just a few years ago. Low-income families, the elderly, and single parents are finding life particularly difficult. The high cost of food, problems in meeting other regular expenses, and the worry about not being able to save for the future head the list of pressures on the American family.

The study also noted several other health and stress-related characteristics of the American family today:

- Denial: Many families refuse to face the fact that grave illness could strike them or their loved ones.
- Living for today: The majority of people polled believe that it's better to live for the present rather than worry about tomorrow. This attitude may encourage behavior that runs counter to good health practices.
- Sedentary lifestyle: Two-thirds of adult family members get almost no regular exercise. In their leisure time they are more likely to just sit around and relax, or go out to a movie or restaurant.
- Fear of cancer: Over half of all adult family members mention cancer as their principal health worry.
- Mental illness: Family members often tend to regard indications of mental illness as evidence of personal weakness rather than as symptoms of a serious health problem. Seeing a psychologist is regarded by most people as a last resort. Most people prefer to handle mental problems on their own.

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*From Family Matters, Family and Community Health Through Caregiving Program (Newton, MA: Education Development Center, 1981), p. 12.

**Family Health in an Era of Stress: The General Mills American Family Report 1978-79, conducted by Yankelovich, Skelly, and White (Minneapolis: General Mills, Inc., 1980).

- Lack of health information: Families want and need information about a variety of health topics, including:

  Where to go for help when it's needed.

  How to deal with stress.

  How to recognize signs of physical and mental illness.

  Where to obtain nutrition and diet information.

  How to communicate with their teenagers about sex, drinking, and drugs.

What Should Parents and Teens Be Talking About?*

One portion of the General Mills study focuses on communication between teenagers and their parents. The following chart shows the results of the study: the subjects that the teenagers and their parents surveyed thought should be openly discussed in the family.

*From Family Matters, p. 15.

TEENAGERS'/PARENTS' VIEWS:

What Subjects Should Be Openly Discussed?

Welcome Openness About:	% of Teenagers Who Would Welcome Open Family Discussion:	% of Parents of Teenagers Who Would Welcome Open Family Discussion:
Sex	76	65
Drug abuse	73	86
Child abuse	73	87
Cancer	71	87
Alcoholism	70	78
Teenage pregnancy	70	76
Retardation in children	70	86
Mental illness	64	80
Death and dying	63	75
Venereal disease	62	76

From Family Health in an Era of Stress: The General Mills American Family Report, conducted by Yankelovich, Skelly, and White. Minneapolis: General Mills Inc., 1980. Reprinted courtesy of General Mills, Inc., 9200 Wayzata Boulevard, Minneapolis, Minnesota, 55440.

Activity Six

Learning to Negotiate Family Rules

Objectives

Cognitive: Students will:

- Learn that a direct technique for mutual problem-solving makes family relations better than haphazard confrontation.
- Learn the components of negotiation technique.
- Understand why parents and children must communicate about rules.

Affective: Students will be able to:

- Realize that people legitimately have different objectives.
- Appreciate their own feelings and be sensitive to the feelings of others.

Skills: Students will:

- Practice the art of negotiation.
- Apply negotiating techniques in a particular situation.
- Participate in the rule-making process.

Activity at a Glance

Students will learn about and practice a systematic way of solving problems that arise in the family--or anywhere else.

Preparation

Duplicate "Learning to Negotiate: A Systematic Way of Solving Problems," one for each student (you may want to use either one or both as an example).

Procedure

1. Notes for Mini-Lecture (part 1)

NEGOTIATING

Some people seem to be born with the ability to negotiate (but, in fact, they probably learned it). It seems that they always get people to see, do, and want things their way, while the rest of us wrestle with trying to get teachers, friends, brothers, sisters, and parents to see things our way. It's easy to forget that they all have their way, too. Successfully negotiating a fair and reasonable solution to a problem can be very important to everyone involved and can help them remember that we can still care though we might disagree.

A successful negotiator knows that people have both things that are negotiable and things that are not, things they can be persuaded to give up and things they can never give up. To be really successful, you have to be able to tell the difference! A successful negotiator has taken time to think--really think (not rant and rave) --about the area of disagreement.

It takes a little doing to learn the technique and to learn to apply it, but you are equal to the task. And if you learn it well, and remember to apply it, it will be useful all your life through. It's a very mature, responsible way of solving problems. No more loud, yelling arguments in a haphazard fashion that hurts everyone involved. Here is an example of the technique.

(Hand out copies of "Learning to Negotiate: A Systematic Way of Solving Problems" (pp. 54-55), and go through the steps together.)

2. Continuation of Mini-Lecture

As you get older and develop more sense of responsibility, you may have questions about the rules that apply in your family. Sometimes the family rules are of long standing--they reflect the way something was done when your parents were growing up, or they were applied to an

older brother or sister, and your parents feel that they should apply to you, too. But you may feel that your life might work better if some of the rules were changed in a way that makes more sense to you. You don't like arguing with your parents each time a distasteful rule is applied. Both you and your parents feel hurt, misunderstood, and generally not very good about yourselves and each other after each angry confrontation. Everyone would like a way of solving problems that can preserve for each party in the dispute feelings of self-respect and respect for the other family members. One of the really good things about getting older is that you can begin to put yourself in another's shoes--to stand in his or her place and to see things from his or her perspective. When you were younger you could see things only from the inside. Now you can take a multiple perspective, see things from several different persons' perspectives while maintaining your own thoughts and ideas, too.

Now that you have seen how a negotiation works, apply it to a family rule you would like to have changed. For example, your parents say that you cannot talk on the telephone until you prove that your homework is completely finished, but you feel that you could keep your mind on homework better if you could just talk with your best friend about what happened at play practice, or on the school bus on the way home, or other things, before you do your homework.

Form small groups with three students in a group. Have them practice negotiation using this framework which you will put on the board:

Level I: 1. What do I say the problem is?

2. What do my parents say the problem is?

Level II: 3. What do my words mean--underneath?

4. What do my parents' words mean--underneath?

Level III: 5. How do I feel about this?

6. How do my parents feel about this?

Note: Your students may be interested in the way well-known international negotiator Roger Fisher of Harvard Law School outlines the negotiation process:

- Talk a lot about the problem--and listen a lot, too--so that each party really knows what the other one wants.

- Don't try to hit on a solution too quickly. Explore all the alternatives you can think of.

- Work toward a proposition that both parties can say "YES" to.

3. You can choose to follow up the classroom activity with the homework assignment suggested below if it would seem to be acceptable in your community to involve parents in the negotiating process. If you think that your students or their parents would be uncomfortable in any way about this assignment, or may not be ready for it, you can eliminate the homework assignment altogether.

If you feel that the students need more practice in using the negotiating technique, you can extend the activity for an additional day, using some additional hypothetical situations. Situations might include questions of whether young adolescents should be able to go to R-rated movies with a group of friends, at what age they should be able to go out with a date, not with a group, or whether they should be able to go to a party where liquor will be served, even if they promise not to drink.

4. Homework

For more practice, think about a small rule you want to have changed (don't practice at first on a very big one) or modified in your family. Ask your parents to read the "Negotiating Technique" sheet with you and to try it out for practice. If your parent can't do it tonight, is there another adult or a brother or sister who might do it with you?

It is good to practice in a noncrisis situation like this, for each party is freer to see how the technique really works.

LEARNING TO NEGOTIATE: A SYSTEMATIC WAY OF SOLVING PROBLEMS

Each of the following questions can usually be answered in one clear sentence or two. This shows how a typical school problem might be solved.

Level 1

1. WHAT DO I SAY THE PROBLEM IS? For example, I say the assignment was too long and I didn't finish it.

2. WHAT DOES MY TEACHER SAY THE PROBLEM IS? My teacher says I didn't finish the assignment, and I had a week to do it.

Level 2

3. WHAT DO MY WORDS MEAN UNDERNEATH? I was on the telephone with my friends last night and by the time I hung up it was too late to do the whole assignment. I didn't realize it would take so long and that I should have started it earlier in the week.

4. WHAT DO MY TEACHER'S WORDS MEAN UNDERNEATH? He or she thinks I had the time but I didn't try to get it done.

Level 3

5. HOW DO I FEEL ABOUT THIS? I feel that I'm being picked on.

6. HOW DOES MY TEACHER FEEL ABOUT THIS? He or she feels hurt that I thought the assignment wasn't important enough for me to think about it in advance.

Your job is to admit to, and allow the other person to admit to, Level 2--what you mean. Then be honest about Level 3. Are you angry, hurt, feeling left out, overwhelmed? How about the other person?

If, as negotiator, you can identify (1) the stated problem, (2) what the problem means, and (3) how all the people involved in the problem feel, you are ready to work on a fair solution. Then, understanding more about each other's view, you can:

1. Decide what the nonnegotiables are (the assignment must be done).

2. Decide what the negotiables are (you may still submit the assignment even though you get marked down a grade for its being late).

3. Work out a plan for solving the problem (the assignment will be done by next Monday; you will use time on the weekend to complete it).

LEARNING TO NEGOTIATE: A SYSTEMATIC WAY OF SOLVING PROBLEMS

Each of the following questions can usually be answered in one clear sentence or two. This shows how a typical family problem might be solved.

1. WHAT DO YOU SAY THE PROBLEM IS? I want to go over to the mall on Saturdays with the other girls for a couple of hours just to hack around, but my father says I can't go.

Level 1

2. WHAT DOES MY FATHER SAY THE PROBLEM IS? He says that there are a lot of things to be done around the house on Saturdays, and I should stay and help.

3. WHAT DO MY WORDS MEAN UNDERNEATH? I really would like to go and be with the other girls, to hear what they are saying and be in on what they are doing, and maybe see some boys we know.

Level 2

4. WHAT DO MY FATHER'S WORDS MEAN UNDERNEATH? He is afraid I will get into trouble, maybe get in a car with some high school boys who are drinking, like Ellen did last year.

5. HOW DO I FEEL ABOUT THIS? I feel they should let me go. I would stay at the mall and not do anything I shouldn't. I wish they would trust me.

Level 3

6. HOW DOES MY FATHER FEEL ABOUT THIS? He is afraid that I might get into a situation that I can't handle and will be too far away to turn to him for help.

Your job is to admit to, and allow the other person to admit to, Level 2--what you mean. Then, be honest about Level 3. Are you angry, hurt, frustrated, anxious? What about the other person?

If, as negotiator, you can identify (1) the stated problem, (2) what the problem means, and (3) how all the people involved in the problem feel, you are ready to work on a fair solution. Then, understanding more about each other's view, you can:

1. Decide what the nonnegotiables are (the girl must be safe, and she must help at home).

2. Decide what the negotiables are (she will get her work at home done another time, and she will promise her father not to leave the mall).

3. Work out a plan for solving the problem (she can go to the mall every other Saturday with her best friend, whom her parents know well).

Activity Seven

Communicating From Strength

Objectives

Cognitive: Students will learn that:

- One way we grow up is by increasing our competencies.
- We increase competency through identifying goals, practicing to achieve them, and demonstrating our abilities.
- We communicate more effectively when we feel good about ourselves.

Affective: Students will:

- Increase their self-esteem as they recognize competency in themselves.
- Recognize growth patterns in themselves that they had not perhaps fully appreciated.

Skills: Students will:

- Practice assessing their own development in acquiring new skills and competencies.

Activity at a Glance

Students will assess their own development and enhance their self-esteem by cataloging recently learned skills of competencies.

Preparation

Duplicate the "New Skills" questionnaire, a copy for each student, or, if you like, put it on the chalkboard for them to copy.

Procedure

1. Notes for Mini-Lecture

Growing up and becoming a young adult means learning to do new things, learning to think in ever more complex ways, and learning to communicate more effectively the things you think about and feel. It involves seeing how one thing relates to another--for example, how your behavior makes other people feel. This means becoming more sensitive to timing. Presenting a problem to someone when he or she is especially tired can be counterproductive to your goal of getting a good solution to your problem, and can also make you appear childish if you just "can't wait" until a better moment. Understanding that when a parent comes home from work he or she needs a few minutes of relaxation before tackling the next issue means that you are growing up and can put someone else's feelings before your own. Waiting until the parent has had a chance to relax, and then finding a moment to present your problem clearly and in a noncrisis way can indicate your growing maturity.

One of the biggest barriers to good communication is not identifying your real feelings, saying "I'm angry," or "I'm mad," when in fact you are hurt, or jealous, or disappointed, or feeling left out or unappreciated. Knowing what exactly you are feeling is the best place to start in undertaking a good interaction.*

Another thing that you learn about communicating as you become more mature is that you do it better when you feel good about yourself. If you are feeling inadequate, that you "haven't got what it takes," it is very difficult to communicate positively. But by and large, people want to do things well, and are continually developing in new ideas and new behaviors and new insights. But we are inclined to be hardest on ourselves, much harder than others are on us. And it is often easy to misunderstand parents' criticism. When they are critical, more often than not it is because they think they are acting in your best interest, helping you to grow up to be happy and effective adults. But when misunderstood, criticism can be hurtful and nonproductive for all concerned.

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*If you want to expand upon this concept more fully, refer to the THTM module Living with Feelings, especially Activity Three.

It is important for you to assess where you are, to know that you are growing, developing, and gaining in wisdom every day. When you really believe this, you can begin to represent yourself more favorably to those around you, and communicate with them from a feeling of strength. When you feel good about yourself, that feeling transmits itself to others in your words and your body language, and it is "catching." It makes them feel better about you, too.

2. Class Discussion

Your follow-up class discussion can revolve around issues like the following:

- Give some examples of a behavior you observed in another person, and a feeling that it initiated in a third person or others in the group, that the "actor" in the situation might not have been aware of.

- What are some of the ways in which you think differently today from the way you did a couple of years ago? (For example, you may have thought that every time you walked into a room everyone was looking at you. But now you realize that you are not the focus of attention, that other people are not always thinking about you and responding to you. So you are more comfortable with yourself. Or you may have resented being told to do a household chore and were very vocal about it, but you are coming to realize that sharing responsibilities cheerfully makes life easier for everyone.)

- Are there ways in which you are acting more "grown up" at home, more responsible? Are other people noticing it? How do you know?

- Are you able to accept a compliment graciously? Can you sometimes say good things about yourself, or do you generally run yourself down: "Maybe I'm too dumb to understand it," or "I'm always getting into trouble, so she'll blame me for the whole thing"? How can you deal with situations like these?*

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* Excellent activities for building self-esteem can be found in Skills For Living by Howard Kirschenbaum and Barbara Glaser.

3. Silent Self-Assessment: A Private Experience

Pass out the "New Skills" sheet (p. 61) that you have duplicated for each student. Ask them to fill them out. Tell them that they can complete them for homework, and that they can talk them over with anyone they might like to, or do them completely alone. You will not collect or read them. They are intended only to help students become more conscious about themselves and their maturing process. You will just do a quick desk check next class period to see that they are filled out.

Optional Activities

A. Expressing Appreciation: A Facet of Good Communication. Suggest that students write an appreciative note to a coach, scout leader, teacher, religious leader, parent, neighbor, or friend, to express thanks for their help in acquiring a new skill or increasing understanding of something, or in gratitude for something nice they said or did. It should be brief but sincere.

B. Map-a-Skill. Use the example on the next page to point out to students that developing a new skill is ordinarily a multistep process. Follow through the diagram to show how many steps there can be in the process. Then ask students to draw a map or a diagram of the process by which they developed a skill or competency in the past year or so. Here are some checkpoints for analyzing the process. Students can add others to fit their own experiences.

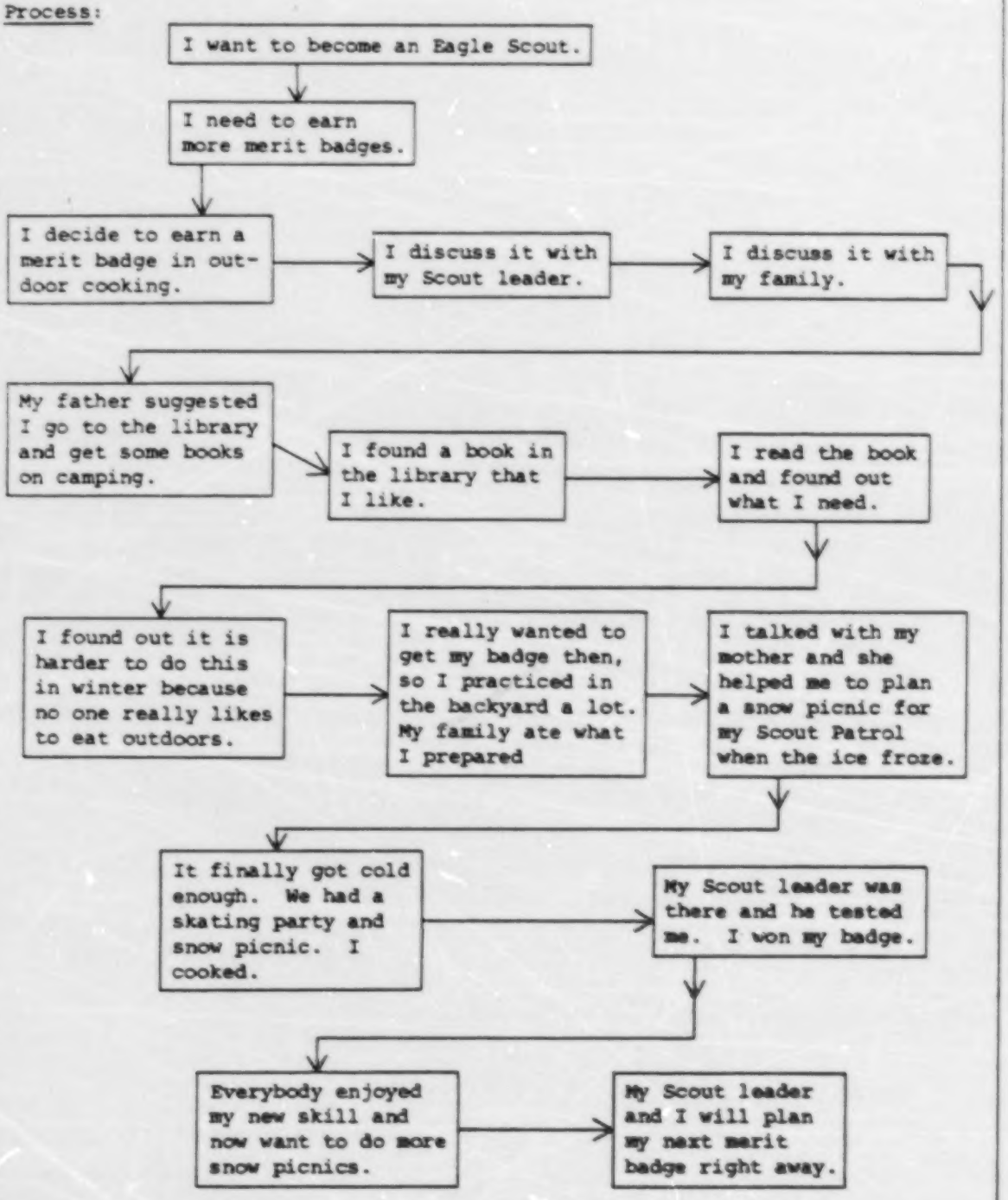
- What started you on this activity?
- Did you discuss it with anyone? If so, whom?
- Did you "read up on it" in any way before you began?
- Which persons helped you to develop your competency?
- What environmental factors (things that were happening around you) helped or were temporary barriers to your achievement?
- Where did most of the development take place?
- How did you know that you had accomplished what you wanted to do?
- How did others know what you had achieved?
- In what direction might you be headed with your new competency?

MAP-A-SKILL EXAMPLE

Goal: You decide to become an Eagle Scout.

Objective: To make that happen you need to earn more merit badges.

Process:


I want to become an Eagle Scout.
I need to earn more merit badges.
I decide to earn a merit badge in outdoor cooking.
I discuss it with my Scout leader.
I discuss it with my family.
My father suggested I go to the library and get some books on camping.
I found a book in the library that I like.
I read the book and found out what I need.
I found out it is harder to do this in winter because no one really likes to eat outdoors.
I really wanted to get my badge then, so I practiced in the backyard a lot. My family ate what I prepared
I talked with my mother and she helped me to plan a snow picnic for my Scout Patrol when the ice froze.
It finally got cold enough. We had a skating party and snow picnic. I cooked.
My Scout leader was there and he tested me. I won my badge.
Everybody enjoyed my new skill and now want to do more snow picnics.
My Scout leader and I will plan my next merit badge right away.

NEW SKILLS

What things about others do I understand better now than I did a year or two ago?

What words would I like to have others use to describe me?

What new things have I learned to do in the past year?

In sports:

In classes:

In out-of-school activities:

At home:

At church or temple:

In the past year I have begun to help out at home in these ways:

Things I do for different family members:

I am getting to know myself better. I want to improve my communications with others. Here are some phrases I will avoid saying:

These are some things I like in myself and feel good about:

Activity Eight (Optional)

You *Can* Make a Difference

Objectives

Cognitive: Students will:

- Reaffirm the knowledge that physical activity is good for one's health at all stages in the life cycle.
- Learn the steps necessary to consider in a planning process.
- Learn from research data that happy families learn to "play" and do things together.

Affective: Students will:

- Begin to feel responsible for family level of activity.
- Appreciate the role of fun and recreation in a family's physical and mental health.

Skills: Students will:

- Devise a plan in an interactive situation.
- Execute a plan they have designed.

Activity at a Glance

Students demonstrate competence by setting up a physical fitness activity that involves the whole family.

Preparation

1. If you assigned the long-term reading project in Activity One, plan a time for the class to discuss their reading.
2. Put sample Activity Resource Cards on chalkboard.
3. Duplicate "Family Activity Plan" for each student.

Procedure

1. Notes for Mini-Lecture

PHYSICAL-FITNESS SOCIAL DIRECTOR

You are in a grand position to be your family's Physical-Fitness Social Director for two reasons: first, your family probably doesn't have one, and second, you have the interest, and you may also have more time and energy to do it than anyone else in the family. The job is not an easy one. You'll have to be a good organizer ("Where is the volleyball net?"), and a good convincer ("See, you really can remember how to ride a bike!"), and have patience ("What do you mean, you forgot the picnic basket?!"). And you have to be a good persuader to get people to try things they haven't done before--or haven't done for a long time. Research shows that families that are healthy and strong do things together. So, now is the time to begin to help your family do something together that will be physically and emotionally good for all of you.

2. Collecting Ideas

Any Social Director has to know what choices are available to his or her group. Ask the students to use local newspapers, Yellow Pages, or other reliable sources to create a "resource file," a collection of things to do in their area. They should try to find activities that are relatively inexpensive, are accessible, and that all family members can participate in together. Suggest a format for 3" x 5" resource cards, using examples like the ones that follow.

Activity:	Hiking
Where:	Town forest skimobile trails. Enter at Conifer Lane or at Gypsy Moth Drive.
Open:	Year 'round.
Hours:	Dawn to dusk.
Rules:	No camping or campfires without permit.
Cost:	None.
Phone:	Fire Warden's Office: 666-2202.

Activity:	Playing Frisbee or "Catch"
Where:	City Park.
Open:	Year 'round.
Hours:	Dawn to dusk.
Rules:	You can have a fire only in the designated fireplaces.
Cost:	None.
Phone:	City Police Office: 627-9449.

Each student should complete three resource cards. Put them together in a classroom file so they can be shared by all students and any other friends whose families might enjoy some of the same things their families enjoy.

3. Continuation of Mini-Lecture

Don't be afraid to start small. Your first event can be pretty simple. You might start with saying to your family, "Let's take a walk together tonight after supper. Let's walk down to the _____ as far as _____."

When the reply is "What did you say?" or "It's too cold," or "Why would we want to do that?" you can say, "Because it will be really good for us. We can all use the exercise, and it will make us all feel good to be outdoors together. I would like that very much."

4. Developing a Plan

Have the students, working in groups of threes, discuss ideas for a plan for a family activity that they, as Family Social Director, can really make happen. They can record notes from their planning sessions on the practice planning form. Then each student will select ideas that seem most appropriate to his or her family and devise a final plan. Make sure they also develop a time line for achieving the plan.

Remind the students that a social director is a person who helps other people get involved. It takes a lot of energy and the belief that it really will be good for people and

make them feel better to be involved in the activity. A social director has to be energetic, enthusiastic, and persistent. An effective social director doesn't take "No" for an answer!

5. Hidden Thanks: A Concluding Mini-Lecture

Your feelings of appreciation about your family and the members in it sometimes get clouded over by daily events, and are not expressed as directly or as often as they could be. This activity might be a very special present for one or more members of your family.

Write a short letter (or a longer one if you would like to) to one or more of the members of your family, telling the person or persons to whom you are writing something you appreciate about him or her or your family as a whole. It need not be a large thing. There might be a small thing that you have noticed over time, or an event that you participated in that had real meaning to you, that somehow never gets mentioned.

Be sure to put a date on your letter. Seal it in an envelope, put the receiver's name on it, and hide it deep in a drawer or a place that the intended receiver does not go into very often. Sometime later, maybe even years later, your parent or other family member will come across your very special present, and he or she will treasure it. Your act of appreciation and sensitivity and caring across time will be a very important moment for him or her.

Teacher background

Professor Nick Stinnett and his colleagues at the University of Nebraska conducted research studies in which they identified qualities that are likely to be found in strong families.* Among them they discovered that families that are happy with each other over a long period of time do things together, very often outdoors. These outings include intergenerational members, if they are nearby. The outdoor activities are not always complex or expensive. They are just things that many family members can participate in easily--taking walks, picnicking, hiking together, etc. In outdoor experiences family members are focused on each other and are not distracted by the television, telephone, or household tasks. Family members are more likely to listen to each other more attentively in outdoor settings, their studies note.

*Nick Stinnett, Barbara Chesser, and John DeFrain, eds., Building Family Strengths; Blueprints for Action (Lincoln: University of Nebraska Press, 1979).

FAMILY ACTIVITY PLAN

EVENT:

PARTICIPANTS:

TIME THIS WILL TAKE PLACE (DATE, TIME):

REMARKS AFTER THE EVENT (INCLUDE DATE):

(Practice planning form)

FAMILY ACTIVITY PLAN

EVENT:

PARTICIPANTS:

TIME THIS WILL TAKE PLACE (DATE, TIME):

REMARKS AFTER THE EVENT (INCLUDE DATE):

(Final plan)

COMMUNICATION SKILLS PROMOTE POSITIVE RELATIONSHIPS WITH OTHERS*

Purpose:

To help young people recognize common problems in interpersonal communications.

Note: See Appendix for "Overview of Communications."

ACTIVITIES

PROBLEMS IN COMMUNICATION (2)

1. Voting exercise — Read aloud the following questions that deal with communication. After each question is read, students will take a position by a show of hands. Those who wish to answer in the affirmative raise their hands. Those who choose to answer negatively point their thumbs down. Those who are undecided fold their arms. Those who want to pass simply take no action at all. Discussion is tabled until after the teacher has completed the entire list. Voting provides a simple and rapid means by which every student in the class can make a public affirmation on a variety of value issues. The teacher votes, too, but he does not make value judgments concerning the answers of the students. Suggested questions dealing with communications are:

   How Many of You:

   Find it difficult to listen to people sometimes?

   Feel free to discuss sex with your peers?

   Have a communication problem with your parents?

   Feel frightened when you speak in a large group?

   Have a friend to discuss problems with?

   Feel your parents lack understanding of your problems?

   Wish you could communicate better?

   Think a communication unit might improve your ability to understand other people?

   Would like to understand your parents better?

   Would like to communicate better with the opposite sex?

2. Letter from a Boy — Read "Letter From A Boy" (see Appendix). Discuss the communication problem. Leading questions might be:

   What was the problem?

   How could it have been resolved?

   How would you deal with the same problem?

   What do you think the parents' viewpoint is?

3. Communication Fails Because — Ask the class to discuss reasons for two persons failing to communicate. These questions should be considered:

   What types of problems make it difficult for two persons to understand each other?

   What failures in sending, listening and responding cause communication gaps?

   Discuss students' answers. Draw out suggestions such as:

*The entire section on communication skills is taken from *Life Skills for Health — Focus on Mental Health*, Teachers Guide for Grades 7-8, North Carolina Dept. of Public Instruction.

Inaccurate expression of one's thoughts.

Failing to listen to all that is being said.

Trying to say too much in one statement.

Two individuals not talking about the same thing while they are in a conversation with each other.

Purpose:
To help people appreciate the need to listen in productive communication.

ACTIVITIES

LISTENING (2)

Group the class into dyads. Ask one in each pair to discuss a topic, e.g., "The Happiest Moment of My Life" or "The Most Important Person in The World." The speaker talks for five minutes. Ask the listener to summarize what the speaker said. Do not tell the listener he will do this prior to the exercise. Discussion follows:

How much did the listener remember?

Was there a problem in communication?

Purpose:

To help young people recognize the different ways we respond in communication; to help them evaluate their communication style and consider alternative styles.

Explanatory Note: The purpose of the Clarifying response is to increase accuracy in communications. Additional benefits include letting the speaker know that you are interested in what he has to say and that you really want to understand him. The Clarifying Response is a method of overcoming a built-in weakness of the human nervous system — all information received by the brain in categorized and interpreted before it is accepted. Human brains do not accept raw data. Clarifying Responses enable the listener to check the accuracy of these categorizations and interpretations before he acts on them.

Methods of responding for clarification include:

Paraphrasing — restating the other person's expressed idea in your own words without judgment or interpretation of the content.

Summarizing — expressing the essence of the other's thought in a few words, especially before stating your own message.

Advancing Tentative Examples — stating a specific example of a general statement made by the other person.

Requesting Further Information — If you are unable to do any of the above, then you need to hear more about the message; so ask for it.

ACTIVITIES

RESPONDING (2)

1. Body Language of Listener — This activity can be combined with the following one (#2) to save time. Group the class into dyads. One person is the listener and one person is the speaker. The speaker talks about a teacher-selected topic, e.g., "My Most Embarrassing Moment" or "What I Want To Do After High School." The listener responds non-verbally with positive body language, e.g., nodding of the head, eye contact, facial expressions, posture. As a class, discuss the effects of positive body language on the speaker. Also, ask students to identify or discover ethnic differences in body language. Do these differences ever cause communication problems?

2. Verbal Door Openers — Verbal Door Openers invite the speaker to say more. Examples of Verbal Door Openers are:

   "I See"

   "Really"

   "Oh"

"Tell Me More"

"Tell Me About It"

Group the class into dyads. The speaker talks about a topic, e.g., "My Pet" or "Why I Like My Parents." The listener practices using Verbal Door Openers. Discuss the feelings that the listener and the speaker had during the exercise. Have the students think of Verbal Door Closers after the exercise.

3. The Clarifying Responses: Paraphrasing — Divide the class into dyads. Explain the purpose of Paraphrasing and the process.

Two Rules For Paraphrasing:

Restate the other person's expressed ideas in your own words; don't mimic or parrot the exact words of the other person.

In Paraphrasing another person's statements, avoid any indication of approval or disapproval. Refrain from blaming, interpreting, giving advice or persuading.

Ask the pairs to practice paraphrasing as follows:

"A" makes a series of statements to "B." "A" tries not to make bland statements, but tries to say something that he has some feelings about and that can have real meaning. After each statement in the series, "B" paraphrases what "A's" remark meant to him. "A" indicates the accuracy of each of "B's" attempts to paraphrase. There is to be no discussion concerning agreement or disagreement with the statements. "A" simply makes the statement; "B" paraphrases it back; and "A" indicates the accuracy. Reverse the procedure. "B" makes three statements to "A;" after each one, "A" paraphrases it back. Answer the following questions and discuss:

How did it feel to make a statement and have your partner paraphrase it?

Did it make you feel like he was really listening?

How did it feel to paraphrase a statement made by your partner?

Did you find yourself thinking about what was being said to you?

Other Clarifying Responses

Repeat the previous exercise with different dyads. Ask the listener to practice other clarifying responses, e.g., summarizing, giving examples, requesting additional information. Typical phrases used in beginning a clarifying response include:

"Are you saying?" . . . (restate in other words)

"Does that include?" . . . (cite a point)

"Would this be an example?" . . . (then, state one)

"I heard you say" . . . (then, summarize)

Sample Conversation:

Speaker: "I don't like Miss Jones."

Listener: "Are you saying you don't care for her teaching techniques?"

Speaker: "Yes, I am. She is so boring I want to fall asleep."

Listener: "Can you give me an example of what she does that causes you to feel sleepy?"

Speaker: "Yes, every day she asks us to read a chapter and answer the questions."

LISTENING FOR FEELING (2)

Explanatory Note: The emphasis of previous exercises has been on the content of messages, i.e., understanding what the speaker is saying. Listening For Feeling includes understanding what the speaker is saying, but it is also a process in which the listener identifies, accepts, and verbalizes the feelings that the speaker is experiencing.

Listening for Feeling is like paraphrasing.

but feelings are paraphrased, not content. Listening for Feeling is important because feelings are often at the heart of inter- and intrapersonal problems. Listening for Feeling brings feelings out in the open. Without an active effort to bring feelings out in the open, they often remain hidden. The reasons for this include:

Many people are ashamed of their own feelings or believe that it is not proper to express emotions.

Many people believe that their feelings will not be accepted by the listener.

Many people are not aware of their own feelings or are unable to define the source of their general discomfort.

Listening for Feeling is a powerful tool and should be used only when the listener is genuinely interested in the speaker, when the listener genuinely accepts the speaker, and when the listener genuinely desires to participate in the resolution of a problem.

Sample Conversations:

Speaker: "My parents just don't understand me. They say I have to be in by ten o'clock on Friday night. They are so dumb."

Listener: "It sounds like you are angry with your parents."

Speaker: "I accepted a date with Dan, and then Bill asked me out. I'd much rather go out with Bill. I don't know what to do."

Listener: "Sounds like you are unhappy."

Exercise:

Ask the students to practice Listening For Feeling. Divide the class into dyads. One student is the speaker. He discusses a topic that he has a personal concern about, e.g., problems with the opposite sex, his communication problems, an unwanted habit. The second person paraphrases the speaker's message at the "feeling" level. Next, the speaker and the listener change roles. Allow approximately ten minutes for each "speaker" and give a time warning when only two minutes are remaining. Group the students in different pairs as often as time allows. At the completion of the exercise, give people an opportunity to describe the difficulties or pleasures they encountered. Encourage students to complete any unfinished conversations outside of class. The teacher and the students should practice Listening For Feeling whenever the opportunity arises in future classes.

Purpose:

To help young people recognize the difference between non-productive styles of communication, such as blaming and name calling, and more productive communication.

Explanatory Note: An important part of communication is letting another person know the results of his behavior. Previous exercises have focused on listening — this one deals with the sending of productive messages.

None of us can ever know, by observation alone, all of the effects on other people of what we say and do. Unfortunately, those

effects are not always positive. We often hurt people or cause them problems without being really aware of it. Therefore, it is incumbent upon each of us to inform others of the problems they are causing us (give them feedback) if we expect them to change their behavior.

Conversely, it is also important to let someone know how he is being helpful. Simple "thank you's" are often sufficient, but more precise statements will be more meaningful to the helper and will be more likely to result in continued helpful behavior.

ACTIVITIES

GIVING BEHAVIOR FEEDBACK (2)

The following exercises illustrate a method of giving feedback that is precise, not threatening, and not judgmental of the personality or motives of the other person. The method is described in separate steps: 1. Describing Behavior Accurately, and 2. Describing Effects of Observed Behavior. These exercises should be done together.

1. Describing a Behavior Accurately

   When giving feedback, it is important to let others know the exact behavior(s) that the speaker is referring to. The specific behavior should be described as simply and clearly as possible, without name-calling, placing a value judgment on the behavior, or making accusations. The motives, characteristics or attitudes of the person whose behavior is being described have no place in giving feedback. Only behavior that is observable is included.

   Example:

   "Jim, you've talked more than others on this topic. Several times you've cut others off before they had finished."

   Not: "Jim, you always want to hog the center of attention." (identifying a motive)

   Not: "Jim, why are you always so rude to other people?" (naming a trait and giving no evidence of specific behavior)

   Example:

   "Bob, you've taken the opposite of nearly everything David has suggested today."

   Not: "Bob, you're being stubborn." (name-calling)

   Not: "Bob, you're just trying to show David up." (an accusation stating a motive)

   Exercise: Describing A Behavior Accurately

   Read non-productive descriptions of behavior to the class and ask them to supply more precise descriptions.

   "This is a rowdy class."

   "That girl is thoughtless."

   "Mom doesn't understand me."

   "John is stupid"

   "Tom is a pest."

2. Describing Effects of Observed Behavior

   After describing observed behavior in precise terms, the speaker should describe the effects of the behavior. The effects are often of two types: observable and emotional. Feedback should be given as soon as possible following a behavior.

Example: Giving Behavior Feedback

OBSERVABLE BEHAVIOR	OBSERVABLE EFFECT	EMOTIONAL EFFECT
When you hit me, you	*cause black and blue marks and*	*I feel angry.*
When you talk while I'm talking	*the class does not hear me and*	*I feel unimportant.*
When everyone speaks at the same time	*nobody hears anything and*	*I feel frustrated.*
When you spend time helping me with my homework	*I get better grades and*	*I feel proud of my work.*
When you take the time to explain things to me	*I am more willing to go along with your ideas and*	*I feel respected.*

Exercise: Describing Effects of Observed Behavior

Explain the process of describing the effects of observed behavior. Each person writes examples like those above. Then, these are shared with the class.

Students are encouraged to practice giving feedback outside of class — but warn them not to overdo it. Also, suggest that it is sometimes easier to learn the method by concentrating on giving positive feedback for practice.

Exercise: Practice Giving Feedback

Discuss the following situations. How could the behavior be described more precisely? How could the speaker tell the listener the effects of the behavior? Ask students to create or report other examples.

A girl asks her boyfriend, "Why can't you ever be any place on time?" What might the girl have said that would have described her feelings openly?

You notice that a person in the group who was talking a lot has suddenly become silent. What might the person have said that would have described his feelings openly?

During a group meeting, you hear John tell Bill, "Bill, you're talking too much." What might John have said that would have described his feelings openly?

Sally abruptly changed the subject after Ann made a comment. What might Sally have said that would have described her feelings openly?

A mother says to her son, "Your hair looks terrible!" The son replies, "Get off my back!" How could they both have described their feelings more openly?

The teacher says to a student, "Your work is too sloppy." How could the teacher have described the situation better?

SELF EVALUATION (2)

Ask each student to write an evaluation of the unit. Ask him to identify:

What he has learned about himself as it related to communication

How she has improved in her communication skills

How he would improve this unit.

LETTER FROM A BOY

"It is too late for us because the damage has been done, and our child has a record . . . but maybe if we share this letter it will help other parents. Thank you very, very much."

Parents of a child

Dear Folks:

Thank you for everything, but I am going to Chicago and try to start some kind of new life.

You asked me why I did those things and why I gave you so much trouble, and the answer is easy for me to give you, but I am wondering if you will understand.

Remember when I was about six or seven and I used to want you to just listen to me? I remember all the nice things you gave me for Christmas and my birthday and I was real happy with the things for about a week at the time I got the things, but the rest of the time during the year, I really didn't want presents. I just wanted all the time for you to listen to me like I was somebody who felt things too, because I remember even when I was young, I felt things. But you said you were busy.

Mom, you are a wonderful cook and you had everything so clean and you were so tired so much from doing all those things that made you busy, but you know something, Mom? I would have liked crackers and peanut butter just as well — if you had only sat down with me a little while during the day and said to me: "Tell me all about it so I can maybe help you understand."

And when Donna came I couldn't understand why everyone made so much fuss because I didn't think it was my fault that her hair is curly and her teeth so white, and she doesn't have to wear glasses with such thick lenses. Her grades were better, too, weren't they?

If Donna ever has children, I hope you will tell her to just pay some attention to the one that doesn't smile very much because that one will really be crying inside. And when she's about to bake six dozen cookies to make sure first that the kids don't want to tell her about a dream or a hope or something, because thoughts are important too to small kids even though they don't have so many words to use when they tell about what they have inside them.

I think that all the kids who are doing so many things that the grownups are tearing their hair out worrying about are really looking for somebody that will have to listen a few minutes and who really and truly will treat them as they would a grownup who might be useful to them. You know — polite to them. If you folks had ever said to me: "Pardon me" when you interrupted me, I'd have dropped dead. If anybody asks you where I am, tell them I have gone looking for somebody with time because I've got a lot of things I want to talk about.

Love to all,

Reprinted from the KANSAS CITY STAR, Kansas City, Missouri.

Other Programs and Resource Materials

A Selected List of Other Materials Relevant to "Communicating in Families."

FOR TEACHERS

Family Health in an Era of Stress: The General Mills American Family Report 1978-79. Conducted by Yankelovich, Skelly, and White, Inc.
Available from: General Mills, Inc.
9200 Wayzata Boulevard
Minneapolis, Minnesota 55440

Stinnett, Nick; Chesser, Barbara; and DeFrain, John. (Editors).
Building Family Strengths: Blueprints For Action.
Lincoln: University of Nebraska Press, 1979.

Family Life Education Resource Unit: Self-Concept. (1976)

A series of classroom activities at the seventh and eighth grade levels which could be used in conjunction with the "Communicating For Strength" Activity in this module.
Available from: The State Supervisor
State Department of Education
Office of Vocational Education
Home Economics Education Section
Columbia, South Carolina 29201

Kirschenbaum, Howard; and Glaser, Barbara.
Skills For Living. (Teacher's Guide). (1978)
You Are Somebody Special. (Student Book). (1978)

A program to help students and their parents learn basic skills in problem-solving, communication, increasing self-esteem, and decision-making, and in applying these skills to various aspects of their life.
Available from: Quest Incorporated
2707 North Main Street
Findlay, Ohio 45840
(419) 424-9693

Life Skills for Health: Focus on Mental Health. (1974).
(Student Book. Available at both the 7-9 and 10-12 grade levels).
Ideas for Making the Most of Life Skills for Health (Teacher's Guide).

A curriculum resource guide designed to influence the students' health-related behavior in ways that mere provision of health information cannot.
Available from: Peggy Ruckness
Division of Health, Safety, and Physical Education
State Department of Public Instruction
Raleigh, North Carolina 27611
(919) 733-3906

Life Skills for Mental Health: Ages 15-18. (1977)

A teacher's guide describing activities which the teacher and students do together to help them learn important skills in dealing with problems and challenges of living, changing, and growing.
Available from: University of Georgia Editorial Services
Center for Continuing Education
University of Georgia
Athens, Georgia 30602

FOR THE TEENAGE READER

Family Matters: Renegotiating Relationships in Adolescence.

A soft-bound booklet which helps adolescents improve and enhance their relationships with their parents and other family members.
Available from: Family and Community Health Through Caregiving
Order Department
Education Development Center
55 Chapel Street
Newton, MA 02160
(617) 969-7100

Foster, Josephine A.
Interpersonal Skills for Creative Living.
New York: Butterwick Publishing, 1979.

A book at the junior high school level which discusses the basic concepts of personal and family relationships, including self-awareness, making friends, dating, dealing with family conflicts, preparing for parenthood, and caring for babies and children.

AUDIOVISUAL MATERIALS

"I'm A Parent."
17 minutes, color, with Teacher's Guide.
16mm Film No. 010328/FO
½" or 3/4" Videocassette No. A00924/FO

Addresses the real problems and mixed emotions that face and occasionally overwhelm new parent.

Available for purchase from: National Archives Trust Fund Board
National Audio Visual Center
Washington, D.C. 20409

Available for free loan from: RHR Filmedia Incorporated
1212 6th Avenue
New York, New York 10036

SOME NATIONAL HEALTH ORGANIZATIONS

The following list is a sampling of national organizations offering health information. It is not intended to be exhaustive, and will hopefully be updated periodically to identify organizations that have been missed or that have produced new resources useful in health education curricula. THOSE SEEKING PUBLICATIONS OR INFORMATION ASSISTANCE FROM THESE ORGANIZATIONS SHOULD ALWAYS DETERMINE IF THERE IS A LOCAL OR STATE AFFILIATE OF THE NATION ORGANIZATION AND CONTACT THE CLOSEST OFFICE FIRST. Addresses and phone numbers can be checked through telephone directories, libraries, and local health agencies. ALSO HEALTH INFORMATION AND HELP IN IDENTIFYING OTHER VALUABLE RESOURCES CAN FREQUENTLY BE OBTAINED FROM OFFICIAL STATE AND LOCAL HEALTH AND EDUCATION AGENCIES, COLLEGE AND UNIVERSITY HEALTH EDUCATION PERSONNEL, AND/OR LIBRARY REFERENCE GUIDES. Many of the publications and services are free to the public; others involve a nominal charge.

Action on Smoking and Health
2013 H St., N. W.
Washington, D.C. 20006

Al-Anon Family Group Headquarters, Inc.
P. O. Box 182
Madison Square Station
New York, NY 10059-0182

Alcoholics Anonymous
P. O. Box 459
Grand Central Station
New York, NY 10163

American Academy of Dermatology
820 Davis
Evanston, IL 60201

American Alliance for Health, Physical Education, Recreation and Dance
Association for the Advancement of Health Education
1900 Association Drive
Reston, VA 22091

American Cancer Society
777 Third Avenue
New York, NY 10017

American Council on Marijuana and Other Psychoactive Drugs
6193 Executive Boulevard
Rockville, MD 20852

American Dental Association
Bureau of Health Education and Audiovisual Services
211 E. Chicago Avenue
Chicago, IL 60611

American Diabetes Association
Two Park Avenue
New York, NY 10016

American Dietetic Association
430 N. Michigan Avenue
Chicago, IL 60611

American Hearing Society (formerly National Association for Hearing and Speech Action)
10801 Rockville Pike
Rockville, MD 20852

American Heart Association
7320 Greenville Avenue
Dallas, TX 75231

American Hospital Association
Department of Order Processing
840 N. Lake Shore Drive
Chicago, IL 60611

American Lung Association
1740 Broadway
New York, NY 10019

American Medical Association
Department of Health Education
535 N. Dearborn Street
Chicago, IL 60610

American Medical Association Auxiliary
535 N. Dearborn Street
Chicago, IL 60610

American Optometric Association
Attn: Communications Division
243 N. Lindberg Boulevard
St. Louis, MO 63141

American Osteopathic Association
Public Relations Department
212 E. Ohio Street
Chicago, IL 60611

American Pharmaceutical
Association
2215 Constitution Avenue, N.W.
Washington, DC 20037

American Podiatry Association
Council On Education
20 Chevy Chase Circle, N.W.
Washington, DC 20015

American Red Cross
17th and E Streets, N.W.
Washington, DC 20006

American School Health
Association
P.O. Box 708
Kent, Ohio 44240

American Social Health Association
260 Sheridan Avenue
Palo Alto, CA 94306

Arthritis Foundation
1314 Spring Street
Atlanta, GA 30309

Association for Retarded Citizens
(formerly National Association
for Retarded Children)
P.O. Box 6109
Arlington, TX 76011

Asthma and Allergy Foundation of
America
1302 18th Street, N.W., Suite 303
Washington, DC 20036

Blue Cross/Blue Shield Association
676 N. Saint Clair Street
Chicago, IL 60611

Cystic Fibrosis Foundation
Suite 558
3384 Peachtree Road, N.E.
Atlanta, GA 30326

Epilepsy Foundation of America
4351 Garden City Drive
Suite 406
Landover, MD 20785

Family Service Association of
America
44 E. 23rd Street
New York, NY 10010

Group Against Smoker's Pollution
P.O. Box 632
College Park, MD 20740

Kimberly-Clarke
Life Cycle Center
2100 Winchester Road
Neenah, WI 54956

Leukemia Society of America
800 Second Avenue
New York, NY 10017

March of Dimes, Birth Defects
Foundation
1275 Mamaroneck Avenue
White Plains, NY 10605

Mental Health Materials Center
30 E. 29th Street
New York, NY 10016

Metropolitan Life Insurance Co.
Health and Safety Education Div.
One Madison Avenue
New York, NY 10010

Muscular Dystrophy Association
810 Seventh Avenue
New York, NY 10019

National Center for Health
Education
30 E. 29th Street
New York, NY 10016

National Council on
Alcoholism, Inc.
733 Third Avenue, Suite 1405
New York, NY 10017

National Cystic Fibrosis
Research Foundation
60 E. 42nd Street, Suite 1563
New York, NY 10017

National Dairy Council
6300 N. Rier Road
Rosemont, IL 60018

National Easter Seal Society
2023 W. Ogden Avenue
Chicago, IL 60612

National Fire Protection
Association
Battery March Park
Quincy, MA 02269

National Genetic Foundation
555 W. 57th Street
New York, NY 10019

National Hemophilia Foundation
19 W. 34th S., Suite 1204
New York, NY 10001

National Kidney Foundation
Two Park Avenue
New York, NY 10016

National Mental Health Association
1800 N. Kent Street
2nd Floor
Arlington, VA 22209

National Multiple Sclerosis
Society
20 E. 42nd Street
New York, NY 10017

National Safety Council
444 N. Michigan Avenue
Chicago, IL 60611

National Society for the Prevention
of Blindness, Inc.
79 Madison Avenue
New York, NY 10016

National Tay-Sachs and Allied
Diseases Association, Inc.
92 Washington Avenue
Cedarhurst, NY 11516

Planned Parenthood Federation
of America, Inc.
810 Seventh Avenue
New York, NY 10019

Public Affairs Committee, Inc.
381 Park Avenue South
New York, NY 10016

Tampax, Incorporated
Department HI
P.O. Box 7001
Lake Success, NY 11402

United Cerebral Palsy Association
330 E. 34th Street
New York, NY 10001

United Parkinson's Foundation
220 S. State St., Room 1808
Chicago, IL 60604

FEDERAL GOVERNMENT RESOURCES

Arthritis Information Clearinghouse
1700 N. Moore Street
Arlington, VA 22209

Cancer Information Clearinghouse
National Cancer Institute
Office of Cancer Communications
Building 31, Room 10A18
9000 Rockville Pike
Bethesda, MD 20205

Center for Health Promotion
and Education
Division of Health Education
Centers for Disease Control
Atlanta, GA 30333

Clearinghouse on the Handicapped
330 C Street, S.W.
Washington, DC 20201

Consumer Information Center
Pueblo, CO 81009

Environmental Protection Agency
Public Inquiries Center, PM 211-B
401 "M" Street, S.W.
Washington, DC 20460

Food and Drug Administration
Office of Consumer Inquiries (HFE-88)
5600 Fishers Lane
Rockville, MD 20857

Food and Nutrition Information
Center (FNIC)
3101 Park Center Drive
Alexandria, VA 22302

High Blood Pressure Information
Center
120/80 National Institutes of
Health, Box TR
Bethesda, MD 20205

National Center for Education in
Maternal and Child Health
3520 Prospect Street, N.W.
Washington, DC 20007

National Clearinghouse for
Alcohol Information
P.O. Box 2345
Rockville, MD 20857

National Clearinghouse for
Drug Abuse Information
5600 Fishers Lane, Room 10A43
Rockville, MD 20857

National Clearinghouse for Family
Planning Information
P.O. Box 2225
Rockville, MD 20857

National Clearinghouse for
Mental Health Information
Public Inquiries Section
5600 Fishers Lane, Room 15C17
Rockville, MD 20857

National Diabetes Information
Clearinghouse
Box NDIC
Bethesda, MD 20205

National Digestive Diseases Education
and Information Clearinghouse
1555 Wilson Blvd., Suite 600
Rosslyn, VA 22209

National Health Information
Clearinghouse (NHIC)
P.O. Box 1133
Washington, DC 20013-1133

National Highway Traffic Safety
Administration (NHTSA)
U.S. Department of Transportation
400 7th Street, S.W.
Washington, D.C. 20590

National Injury Information
Clearinghouse
5401 Westbard Avenue, Room 615
Washington, DC 20207

National Institute for Drug Abuses
5600 Fishers Lane
Rockville, MD 20857

National Institutes of Health
Bethesda, MD 20205

National Heart, Lung, and Blood Institute
Public Information and Reports Branch
Building 31, Room 4A21
National Institutes of Health
Bethesda, MD 20205

Office of Consumer Affairs
Washington, DC 20201

Office on Smoking and Health
Technical Information Center
Park Building, Room 116
5600 Fishers Lane
Rockville, MD 20857

President's Council on Physical Fitness and Sports
450 Fifth Street, N.W.
Suite 7103
Washington, DC 20001

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

U.S. Consumer Product Safety Commission
Washington, DC 20207

U. S. Department of Agriculture
Washington, D.C 20250

U. S. Department of Health and Human Services
Washington, DC 20201

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